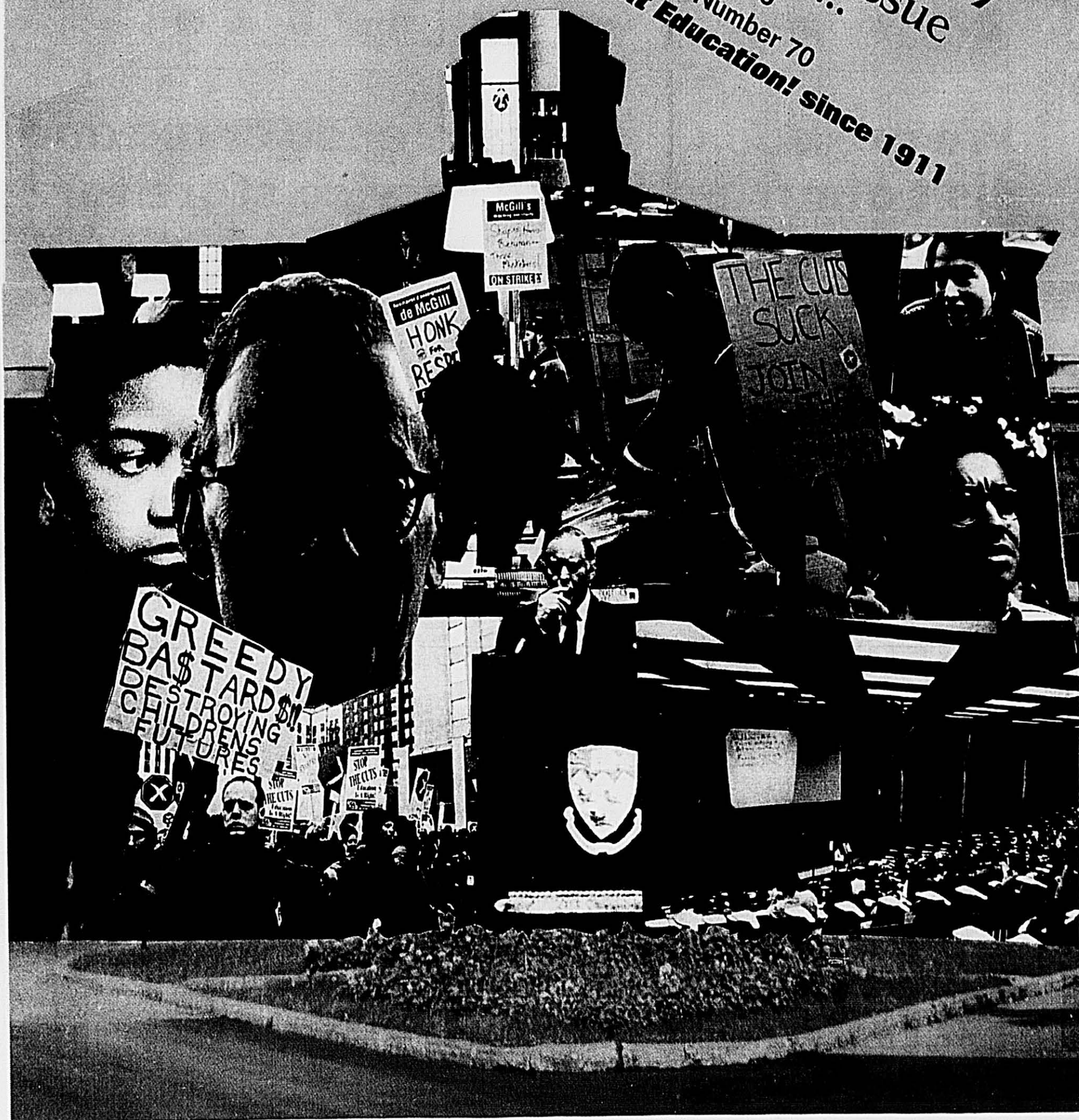
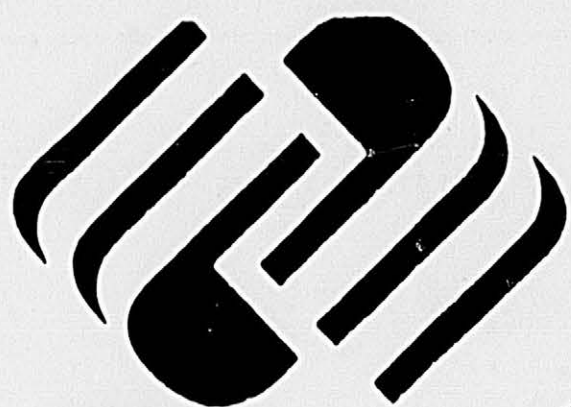


McGill Daily  
**français**  
**The McGill Daily**  
University Special Issue  
April 11, 1996  
Volume 85 • Number 70  
Education?... **What Education! since 1911**







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## notes from below

# The Daily and the 'eXotic' underworld of tobacco advertisements

Money, either you want it or you don't.

Okay, most people want it. And, like it or not, newspapers need it to remain newspapers.

The flow of capital is something that the *Daily* has always watched carefully, from boycott lists to issues of corporate responsibility. However, when an advertisement agency made us a colourful offer we paused to re-think.

Full colour on the cover and centre-spread, and a lofty sum for a space on

our back page; and all we had to do was run a cigarette ad.

This note is a product of the lengthy discussions that ensued.

We knew that other papers had already published similar ads, so it would be released into the public sphere regardless of our actions.

As the editor of the University of Windsor's student paper rationalised, "We thought it was censorship not to run tobacco ads. You're not putting a gun to anyone's head and saying smoke this cigarette."

Clearly, the *Daily* does not advocate censorship. Furthermore, a refusal to run the ad on our part would have meant losing the advertising agency as a client.

Nevertheless, we voted not to run the ad. Our purpose was not necessarily to condemn smoking —

on the contrary, many staff members and editors smoke incessantly.

The purpose of our re-

panies have once again been given free reign to inundate us with sexist and sensational imagery, maintaining and reinforcing many harmful stereotypes, particularly in relation to women.

Granted, the advertisement that we have reproduced here for your viewing pleasure does not offer the familiar example of the white emaciated 'glamorous' woman smoking a cigarette; this one is more 'exotic'.

Apparently, the erect cigarette that extends up from the small circular mass of sand framed by two slightly bushy palm trees is Export's vision of paradise. Every time we have the luxury to light up an Export we will be transported to this scenic isle

of ecstasy.

Even if you buy cigarettes, we bet you do not buy this ad. The *Daily* did not either, or at least we did not sell them the advertising space.

Unfortunately, many campus papers across Canada have run such ads, having become the tobacco companies' target of choice since the lifting of the ban.

This is not surprising since the youth market is incredibly important to the tobacco industry, with 90 per cent of smokers starting before the age of 19, according to Heather Selin of the Non-Smokers' Rights Association in Canada.

In fact, before the ban on tobacco advertising was implemented in 1989, tobacco corporations spent around \$30 million in advertising and \$50 million on other promotional activities each year.

So, smoke 'em if you got 'em, but don't expect this newspaper to go full colour anytime soon.

— the staff of the *McGill Daily*



fusil is rather to condemn the advertising ploys that cigarette companies use to peddle their products.

With the Supreme Court's decision to remove the ban on cigarette ads last fall, tobacco com-

port's vision of paradise. Every time we have the luxury to light up an Export we will be transported to this scenic isle

## letters

### When will women count?

To McGill News, cc The Daily

The last issue of the *McGill News* (Spring, 1996) arrived on my desk on International Women's Day.

How appropriate, I thought, that "Brain Power: Here's Who's Who on Peel Street" was to be a major feature of the issue, for the McGill Centre for Research and Teaching on Women would undoubtedly be featured.

You can then understand my profound incomprehension on discovering (pp. 23-24) that the so-called "Pundits of Peel Street" do not include anything to do with women's studies. Are women's issues not part of punditry? Are women to be relegated to invisibility unless they are associated with masculine endeavours?

In your editorial of the same issue, I discovered that you had anticipated my "rightful indignation" on learning that we had been "missed" or could not be "fitted in"; no excuses or explanations are offered.

Perhaps you do not know, or have forgotten, that over half the undergraduate students at McGill are women?

That women's presence on campus (students, faculty and support staff) is now over 50 per cent? That the MCRTW reaches out to women in all faculties on campus? That the Women's Studies Minor Programme is the largest Minor programme on campus? That we are consulted regularly by the media outside McGill on issues concerning women and, in fact, on the very day that your issues arrived, our premises were invaded by CBC television crews and our

phone lines tied up by their CBC radio colleagues?

Can you really believe that the Peel Pub is a more important candidate for punditry than we are? That Claridge Investment Ltd. has more to do with McGill than we do? Shame on you! You return to the stance and attitudes of the 1950s if you render women's concerns invisible on campus. I think you owe us one....

**Peta Tancred, PhD**  
Professor of Sociology and  
Director of the McGill  
Centre for Research and  
Teaching on Women

### A bargain at twice the price.

To the Daily,

Just a quickie. Principal Shapiro came to the Faculty of Music today to give a talk, about you know, things.

Anyways, the last question put to him was by a student

who suggested that, given the cutbacks facing all of us in the recent rounds of budget slashings, he might revisit his own comfortably high salary (which is not far from \$200 000 per annum, apparently). He gave the same sort of unabashed schpiel as the last time this was put to him. He ended it by saying: "...without feeling the need to apologise for anything... I would be a bargain at twice the price."

Wow.

Speaking as a graduate student employed in the Faculty of Music as a TA/instructor of a course called Musicianship (long story...), for \$1800 per semester (my only funding through the school), let me submit that I am a bargain, at significantly less than half the price.

**Stephen Targett**  
MA3, Music Theory

since 1911  
**The McGill Daily**  
vol 85 • no 70

Editorial Offices:  
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room B-03, H3A 1X9

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3480 McTavish St., Montréal, Qc.,  
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The Daily is a founding member of Canadian University Press and Presse étudiante du Québec.

Printed on 20% recycled paper.  
ISSN 1192-4608

The McGill Daily

News



# Bogus politics meet direct action

## Student group refuses to accept PQ's

## elite consensus summit

by Anup Grewal

Reaching out to "society" with one hand in a summit on Québec's future economic reforms, the Parti Québécois withdrew its commitment to the province's social programmes with the other.

But students of the Mouvement pour le droit à l'Éducation (MDE) are accepting neither hand. On March 26, 15 members occupied the offices of PQ Minister André Boisclair to demonstrate their view that the PQ summit was "bogus."

The summit was touted by the PQ as a way for all sectors of society to reach a consensus on managing the provincial deficit and maintaining the social safety net.

According to Massimo Panzino of MDE, "Certainly when you see the groups at the summit, they were not representative of the population of Québec..."

"You had business groups who nowhere in the world have the interests of the people in view; you had student groups that don't represent the students of Québec; you had union leaders who have separated from their constituents so that what they want and what the workers want are two different things."

In this way Panzino claims the summit was "a circus to make the cuts to social programmes that were to come a week later seem as if they had been asked for by Québec society, and not something imposed by the government."

The MDE members occupying the government building demanded a written promise from the PQ to stop the cuts to education. The PQ flat out refused.

At one o'clock in the morning, the PQ sent in riot police who sawed through the door and physically removed the students.

But for Panzino, the occupation was a success on two fronts. First he declared that "the PQ has finally admitted that it is not left-leaning, that it is not socially democratic."

In fact, said Panzino, "the PQ is as neo-liberal as any other government in the West."

Secondly, he believes the occupation showed the government and people in Québec that there are actions that people can take.

As the MDE members were

recovering from the occupation, they heard the news that the PQ had announced cutbacks to education amounting to \$408 million or 4.8 per cent, and double that amount to other social services such as health, public transportation and welfare.

The cutbacks in education mean that \$69 million will be taken away from CEGEPs and \$108 million from universities. While a freeze on tuition fees was not lifted, Panzino

feels that this means nothing.

"You don't have to increase tuition fees to make education less accessible. You can make cuts so deep in other areas, that whereas the average student may feel that he can afford university, the quality of education will go down — bigger classes, less professors." In other words, MDE members get no consolation from the PQ's "gift" of tuition remaining the same, as education's accessibility is targeted in

other ways.

The school year is coming to an end, but the fight is not over for MDE.

The group was formed last year by radical student groups in Montréal who felt that other student organisations were not doing enough for education.

MDE believes in direct action to "disturb" the daily workings of the government.

"We don't feel that petitions, letter-writing and lobby-

ing are going to affect the governments in Canada. [All these things] are part of a process, but direct action — like the occupation, like the February 7 march — is the only way the political class is going to take notice," Panzino asserted.

"After all," he continued, "radical change has never been brought about by just lobbying."

### Hyde Park

## SCAMMING YOUR SUMMER

Are you looking for a summer job? When you go around campus looking for a job, be extremely careful about the advertisements you read and the companies you phone. There are at least three companies advertising on this campus, that are tricking students and costing them money.

As a student, when I work during the summer, I need something stable that pays me for the hours I work without requiring any initial investment from me. After all, I am the one who needs the money.

Let me tell you about my experiences:

The first company is Vectors Marketing Canada (phone: 733-2686). You may have seen their ad, saying "Summer Work" or "Help Wanted", \$11 or \$11.25 to start. They offer full- or part-time openings, no door-to-door or telemarketing, "market our product on a one-to-one basis," etc.

What they don't tell you is that "full- or part-time" means that you have to find people primarily among your friends and relatives to show them kitchen knives.

The presentation should take no longer than one hour, so if you find at least eight people — every day — among your friends and family to whom you can show your product, you'll be working eight hours a day, meaning

full-time.

You need to carry a kit of knives with you for demonstration purposes. What they don't tell you in the ad is that you have to buy these ones yourself, at a cost \$169.

Le Groupe Aventasages is the next company.

Their ad is all over the Samuel Bronfman building, offering a part-time job at \$10 per hour. I worked for them for about three months this past winter.

Their policy concerning payment is that they'll pay you in two weeks for all the hours worked this week.

I finished working for them January 7, so by the end of January, every hour I worked for them should have been paid. But by the last payment date of January, I was still missing 17 hours, and since then only 12 of those hours have been paid.

After three months I still have not been paid the rest. I gave up calling them because I live in the South Shore and they are in Laval — the long distance costs will eventually cost me more than the unpaid amount.

This last company is in the US and is nameless. They advertise Cruise Ships Hiring and offer \$2 000 US or more per month, no experience necessary. The long distance cost is charged, of course, to you, not them.

All they can offer you is an

information package including the phone numbers and addresses of employers and other information you need to get in contact with cruise ship companies. They provide you

with neither the job nor the promise that they will look at your resumé to see if you are eligible. This package costs about \$50 US, payable with credit card.

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# Exchanging dollars for sense

## The university on the threshold of the millennium

by Meredith Cohen

In 12th grade I had a rather arrogant psychology teacher who consistently boasted about his high IQ and the wisdom he could offer us.

Of the knowledge that he bestowed upon us, one of his greatest lessons involved a discussion of certain meaningless words such as "better", "best" and "highest" which advertisements frequently utilise with great vigor.

These words, he explained, are simply non-referential. In fact, if we are speaking figuratively in terms of 'food for thought' — these words are junk food with as much nutritional value as Cheetos.

Better than what?

Best as compared to whom?

Highest? Highest what — tolerance for meaningless jargon?

I bring up these examples not to self-indulgently retell anecdotes of my past, but rather to draw certain parallels with the current state of universities.

In the university community we hear a lot about 'the future,' and with the start of the new millennium practically upon us, this obsession is even more acute. Few of us have escaped hearing about the 'renowned' *Towards a New McGill*.

Part I of this document — McGill's Mission, Tradition and Values — vaguely outlines this 'mission' as "offering the best education possible," and "carrying out scholarly activities judged to be excellent."

But who will be the 'judge,' who will be the 'recipients' and how will the new university be measured?

According to Hugh Potter, coordinator of the Association of Graduate Students Employed at McGill (AGSEM), McGill's five year plan is driven by an obsession with debt, mirroring greater society.

As Principal Shapiro lobbies the Québec government to deregulate tuition in compensation for cuts, one doesn't need a crystal ball to foresee that students in the future will either have to be rich, or as Potter eloquently remarks, "will have to take out a mortgage on their future."

### A penny for your thoughts?

In the past, the university was a source of culture, a site of human exchange, the examination of ideas, a societal watchdog.

But today, universities are

increasingly regulated by administrative bodies, says interdisciplinary professor, Karin Cope. She compares this transition to the shift of management of hospitals in the United States during the 1980s.

She explains, "hospitals used to be administered by doctors until the 80s when in an attempt to allow doctors more time to be doctors, the managerial aspects of hospital management were taken over by administrative bodies who transformed hospitals into profit-making sectors. Soon there was little difference between the administrative bodies of hospitals and airlines."

Cope continues, "this is up and coming in North American universities, where some medical and engineering schools have already become profit-making sectors. This is a rationale/practice that sets money as the bottom line and envisions staff and students as

resources rather than the *raison d'être* of the university."

The biggest concern is that this administrative rationality establishes its own rules and reasons for being, removing the human element from the university experience.

Historically envisioned to provide a space for exploration and informed inquiry, universities have become functionalist institutions formed to carve graduates with specified and narrow abilities.

One wonders then, with the high concern of revenue generation, and the high proportion of corporate funding in certain faculties, such as Africana Studies or Women's Studies which do not fit into this functionalist model, but yet are of the utmost importance to society's development.

Professor Peta Tancred, director of the McGill Centre for Research and Teaching on

Women, remains optimistic.

"There is a tremendous thrust in the direction of interdisciplinary studies," she states. "Granting agencies push towards interdisciplinary research projects, since these studies are interdepartmental they are not very financially demanding and are a cheaper way of innovation."

"Historically, interdisciplinary studies breed new departments. The Management department stands as one such example born out of interdepartmental endeavors," she explains.

Tancred is hopeful that one day in McGill's future, Women's Studies will have a similar fate, but says Potter, "I think that unless they [areas of study which lack heavy corporate backing] find themselves rich benefactors they will be very hard-pressed to survive in the future."

Most students, unfortunately, will be hard-pressed to find themselves rich benefactors, as well.

Cope says Shapiro's vision is "acting out and repeating the same problems which face many Canadian institutions today... [as it] increasingly involves shifting the burden of debt onto individuals."

In Potter's mind this plan is clearly selling future McGill students short, and is contingent upon the belief that students will continue to attend McGill based on its prior reputation; a reputation that it will not uphold in the future.

As we journey into the 21st century, we may be left with a ghost of what the university once was. But when the ghosts of yesterday whisper that they do not want to be replaced by dollar signs, who will listen?

If universities were once a site of cultural critique, and the free development of ideas, what will happen when they are infiltrated from the inside by people who are groping for funds, rather than grappling with what education and enlightenment should really be about in the future?

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Derek Fung

with photos by: L. Atkinson, C. Booth, M. Cullen, D. Fung, P. Garrido, J. McCormick, D. Ryther

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Thursday, April 11, 1996

The McGill Daily

Final Issue





# Students question Shapiro's vision of a new McGill

## Different wavelengths

by Susannah Schmidt

About 200 McGill students gathered at the Open Forum with Principal Bernard Shapiro on March 18, to pose questions on his controversial proposals for a New McGill.

Some students also challenged his refusal to hold the Estates General as proposed by the Task Force on Towards a New McGill, which would have established a community-wide consultation to examine the future of this institution.

The Forum was organised by Lisa Grushcow, vp university affairs of the undergraduate Students' Society, in an effort to harness student momentum following Shapiro's decision not to hold an Estates General this year. The Forum was designed as a question, answer and discussion period on the document Towards a New McGill.

The principal spoke on financial, academic and administrative issues. Following the first half of the forum, students divided into faculties to discuss specific concerns and generate questions for the second question session.

The Principal opened the session by stating that academic considerations will continue to guide McGill's decisions, even though he described the University's financial situation as urgent, citing accumulated debts and cuts to government grants.

But Shapiro also said that tuition would have to be raised to maintain a quality education, and added that salary adjustments should not be expected in the near future.

However, in response to a student's question he stated that he was open to the idea of raising tuition fees only to up to national standards.

### A bargain at twice the price

The question period then began with a bang, as many students agreed with the need for new sources of financing, but questioned what current initiatives administrators are taking to ensure that accessible education retain top priority.

One student asked Shapiro if — given the anticipated across-the-board cuts — he had considered accepting a cut in his \$191 000 salary. Shapiro said no, since the salaries of McGill administrators must be competitive with other schools' administrative salaries.

Added Shapiro, "I would

be a bargain at twice the price."

PGSS VP External Erin Runions asked Shapiro if he thought it was problematic that McGill's administration recently lobbied the Québec government to deregulate tuition fees at a time when students are fighting to keep universities accessible.

"The answer is no," responded Shapiro. "It would be much nicer and congenial if we agreed on as many things as possible, but that doesn't mean it's achievable, or that it's appropriate... Neither are student interests and faculty interests always on the same wavelength."

Later the Principal added that it was wrong to think he was "happy" about disagreement between administrative and students needs.

One student asked about the place of students with disabilities at the New McGill, since their needs were not addressed in Towards a New McGill.

The Principal stated that originally the document for Towards a New McGill was drafted only to generate ideas and not as a blueprint for what was important.

**Not a direct democracy**  
Students' Society President-elect Chris Carter inquired about the administration's understanding of "cutting edge" programs which produce "new knowledge," in light of difficulties faced by the African Studies Programme which is still fighting for a Chair.

"It's a judgment call, whether or not [a given programme] is interesting," commented Shapiro.

In response to one student's question about the future of professional programmes, Shapiro stated that such programmes were a choice above and beyond the core courses of Arts and Science which he associated with the University.

For example, nursing, he said, might not have as obvious a future as Medicine or Law.

U3 Religious Studies student Joseph Hessney asked the Principal what criteria the administration was working from in proposing the amalgamation of the faculty of Religious Studies and postponing the selection of a new dean.

Shapiro stated that it was a

question of how to best organise the faculty and "associated faculties." He stated that the "question was asked from an administrative standpoint," adding that the issue was not money or the quality of edu-



DAILY PHOTO BY MIKE CULLEN

cation in Religious Studies.

U3 Literature student Nick Carson voiced the student support for an Estates General which was originally proposed by the Task Force for Towards a New McGill for this year.

Shapiro stated that although he was open to the idea, he "would encourage students to use the governing processes in place, such as Senate." He said that "the University is not a continual exercise in direct democracy."

### Students not silent

At the end of the forum, Mat-

thew Lederman of the student coalition Alternatives in Education announced that the group was circulating an open letter to the administration from students, reiterating that the student is not a passive consumer of education and has an active role to play in the learning process.

Students were optimistic about dialogue that was generated on a large scale between students at the forum, but many voiced the need for greater student involvement and communication from Shapiro and administration.

"I urge you to take a more active role [at McGill,] more than once a year, more than reading the papers," stated Grushcow at the end of the Forum.

"There are more ways to be involved than we students sometimes recognise."



PHOTO COURTESY OF MACLEAN'S

"Some people in the Arts group had done a lot of thinking about it... not that they're any closer to a solu-

tion, but they had some well thought-out ideas about what the problems were," observed U3 Biology student Martha Crombie.

"It's nice to know that there are people who know what's going on and who are not just

here to say 'yeah, fight the power,' she added.

Carter expressed some disappointment with Shapiro's responses to students. "I still have the feeling that [the Principal] is not really listening to our concerns. Students in Alternatives in Education and Religious Studies put forth direct questions and there was no effective answer given."

Lederman also had mixed reactions. "In terms of getting answers, I didn't find it particularly productive. [Shapiro's] language was the language of the production and management of knowledge... Meanwhile we want to shift the whole debate to talk as human beings about human needs in a practical context."

Lederman added that he was looking forward to the approaching "celebrationally" being organised by the McGill Action Coalition, which comprises Alternatives in Education, the Africana Studies Committee, Religious Studies undergraduate students, and other student groups.

These groups, and others across campus have voiced the need for more co-operative input on the future of McGill from the whole community.

The Coalition has chosen tomorrow, April 12, at noon on the Arts steps, as a day for awareness and action regarding academic diversity, administrative accountability, and redefining the role of the student as an active participant in education.

## brief

### Time to make our vision known

Ever notice the little black dots spreading quietly across McGill's Course Calendar? You know, the ones that mean your first choices won't be offered next semester?

Well, you're not alone. The McGill Action Coalition has also noticed, and its members are not impressed.

"We absolutely have to stop the little black dot syndrome in the Course Calendar. With all the cuts in the programmes and the [anticipated] increase in tuition fees, students will be paying more for fewer options," warned MAC member Matt Lederman.

But some students are not about to pay more for fewer

options — especially if they don't get a say in what gets cut and what gets saved.

"We want to force the administration to start listening to students and professors... [Principal Bernard] Shapiro doesn't think the University is for students, which is infuriating when you consider the essential role students play here," Lederman stated.

Tomorrow's rally is intended to show administrators that students not only care about their future, but are committed to being involved in its restructuring process.

Some MAC members think their concerns could have

been addressed at the community-wide consultation proposed by the Task Force on Towards a New McGill. They are currently circulating a petition calling for the creation of an Estates General on education at McGill. But their request has yet to be met.

Instead, Shapiro has once again relegated McGill's future to the level of Senate subcommittees, leaving some students worried that key decisions will be made after they leave this summer.

*Come to the demonstration tomorrow, at noon, on the steps of the Arts building..*

— Robin Perelle



# Father knows best

## A look at who pulls Senate's strings

by Nicholas Boston and Robin Perelle

It is inscribed in the Charter of Student Rights that "The University has an obligation to ensure that administrative decisions are made, or actions taken, with fair regard for the known and legitimate interests of students."

What it doesn't specify is who should wield the decision-making wand.

Of 104 current voting members, students comprise less than 20 per cent, with the remaining 80 per cent going to academic staff and upper administration: the principal, vice-principals and deans.

Non-academic staff, according to one source, "are there for decorative purposes," with no voting power of which to speak.

Yet, Senate is the defining academic body of McGill University. It is out of this body that all decisions concerning the structuring of the University flow, including curriculum reforms and the allotment of funds to programmes.

As one respondent suggested, Senate works like a baseball team, made up of managers, coaches and players. Each person must be aware of their role and must adhere to it, otherwise the whole team could suffer.

In other words, Senate is a body for the students, just not necessarily of the students. Beyond that, it is simply intimidating.

There seems to be an understanding amongst those who work consistently with Senate on various contentious issues that any false move, any caustic remark, might jeopardise the success of their efforts.

One respondent simply prefaced his remarks with, "My name is not going to ap-

pear in this, is it?" Yet even in this atmosphere

highly-complicated, highly-organised offensives.



PLAYERS VS. COACHES: WHO CALLS THE SHOTS ON SENATE?

Often times, projects initiated by students in their first year on Senate do not come to fruition until they are graduating, if at all. Most times, the torch is carried from one like-minded group of students to another, as administrators drag their feet or ignore the concerns of students altogether.

Most respondents agreed that the best way to get anything accomplished in Senate is by building alliances with sympathetic professors who have voting power.

This then becomes an issue of paternalism, whereby the weight of student claims is not allowed to stand on its own, but must be supported by the

validation of an authority figure.

"Why must it always be a battle?" commented one insider. "What is this, a university or American Gladiators?"

The sentiment behind this statement attests to the weariness with which some student senators regard their position.

"A lot of times we have to resort to scare tactics," said one respondent. She was referring specifically to the frenzy generated around the African Studies Programme, where a persistent media campaign that spilled outside the bounds of the University — and threatened to sully McGill's reputation — served to heighten responsiveness on the part of the administration.

Other tactics include making proposals initially seen as radical seem more mainstream in order to get them ratified.

One informant discussed the history of the implementation of McGill's Walk Safe service, which, when first introduced to Senate some years ago, was seen as the work of radical feminists.

Only once it got stripped of its political implications, did the proposal successfully make its way through Senate.

Now, Walk Safe is one of the first services the University's literature draws to the attention of parents and prospective students.

Still, one respondent maintained that dissatisfaction over Senate ought to be countered, not through an increase in student representation, but by building trust between students and administration, so as not to upset the established order of things.

"The University exists because of students," he conceded, while insisting that sufficient control must be exercised from outside the student body.

"It does not have to be a schism between the various factions," lamented another respondent involved in student government. "I think there are many students on campus who have a good idea about what to do in order to get things accomplished, and [their ideas] should not be seen as a threat."

Then again, until the balance of power in Senate is readjusted in favour of greater student input, some would say their ideas are lucky to be seen at all.

## English voices

### Minority writers marginalised in McGill's English department

by Andrea Mason

The department of English at McGill has some catching up to do.

Although topics such as feminist theory and post-colonial studies are now included in its study of literature, their representation hardly reflects society's diversity.

"The representation of women writers is one of the places where McGill doesn't think consistently," comments English professor Karin Cope. Although women writers, such as Margaret Atwood, Margaret Laurence, Gabrielle Roy, Alice Munro, Marie-Claire Blais and Antonine Maillet hold prominent places within the field of recent Canadian literature, they get little mention in the study of earlier time periods.

While Professor Roxanne Rimstead gives women writers from non-white ethnic groups more attention in her Canadian literature courses, Cope describes the representation of aboriginal and non-white writers in the curriculum of McGill's English department as "practically non-

existent."

Cope attributes this to the persisting belief that literature written in England is still the most important. This, she says, is an inaccurate reflection of contemporary literature.

"In fact, the majority of literature is not being written by white people anymore," comments Cope.

English Chair Leanne Lieblein concedes that writers of colour are represented "insufficiently" in the department, but sees potential for improvement as an increasing number of graduate students pursue research in the area.

English student Melanie Rutledge agrees. She believes her department has made "significant improvements" in its representation of non-white, non-European writers.

She cites the establishment of courses such as Caribbean Fiction as evidence that McGill is moving in the right direction, but acknowledges that works by writers outside the cannon are still not allotted the attention of more

mainstream texts.

"One book by a Native author will be covered in a larger course. There aren't many whole classes on Native literature," observes Rutledge.

English student Leanne Lieberman points out that most aboriginal writers are left to the end of survey courses because they were only published within the last 10-20 years.

Since professors frequently run out of time, aboriginal writers are often left out of the curriculum altogether. This marginalisation of aboriginal writers' texts contributes to the idea among students that aboriginal writers are of secondary importance.

Rimstead suggests the critical look should not just be reserved for what is taught but who is teaching as well. "These discussions often assume that increasing the study of minority texts is a meaningful way of increasing representation. But it's important to remember that making minority voices into the 'object of study' is not enough."

"We [must] also take a look at how these groups are represented among professors, students and administrators," she continues.

But visible minorities are conspicuously absent from the teaching staff in McGill's English department.

"Women and people of colour are under-represented in the syllabus and in the faculty," agrees Cope.

"This goes hand in glove with what gets taught. There is not nearly enough attention given in the social environment of the university to these issues," she continues.

And with the threat of imminent budget cuts as a result of Principal Bernard Shapiro's *Towards a New McGill*, there is a concern that issues such as the representation of minorities will be abandoned. Both staff and students see a danger in cost governing the English department. "Shapiro's plan is elitist and exclusionary," says Rutledge. "It shifts the perception of education to a privilege, not a right."



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**Will McGill be next?**

## UBC inundated with harassment charges

by Ryan FitzGerald

When Vancouver lawyer Joan McEwan released her \$238 000 report investigating University of British Columbia faculty members implicated in harassment and discrimination allegations, it made headlines across the country.

But students familiar with a recent torrent of like accusations were not so surprised.

"Students told the administration that the problem was endemic. There was so much distrust and tension between us and the faculty," said graduate student Brian Gearling in a *Daily* interview last October. "There was no question that measures had to be taken."

The report begins with the dismissal of a sessional professor four years ago after complaints of sexist and harassing behaviour. The following year another professor was dispatched after he called feminism a "Jewish-American Princess conspiracy."

Two more profs were recently disciplined by a UBC advisory board for racial and age discrimination.

McEwan's 10 months of investigation revealed that 12

separate student allegations had a "genuine basis," showing both harassment and discrimination.

The report charged that the University had not dealt with a chronic atmosphere of insensitivity, especially in the graduate political science department, and that systematic racism and sexism was creating a climate of animosity amongst students and faculty.

On June 21, UBC President David Strangeway suspended admissions to the graduate programme of political science.

Four months later, the Faculty of Graduate Studies, the Senate and administration struck a deal to replace the previously ad hoc disciplinary system which had been criticised for covering-up widespread institutional malpractices.

They also agreed to undertake a public reform effort, solicit student input and appoint three Equity Advisory committees to report on student grievances and faculty reform.

Matt Thompson, a former editor of the *Ubysses*, UBC's student newspaper, criticises the whole process because it

does not ensure that a public reform effort will ever take place.

"You have the people least likely to disrupt or disseminate evidence of racist and gender discrimination in control of the entire process. The first report has just been released and it has no binding measures, it doesn't even have to be acknowledged by the Senate."

"It's like nothing ever happened here," Thompson concludes.

Indeed, when the *Daily* asked Steven Crombie, associate director of media relations at UBC, what he felt about the whole process, he tried to dismiss the report.

"[The McEwan report] told us what we already know. Yes, there are problems... but this report doesn't address this. The flaws in evidence gathering have made the report inconclusive. No recommendations were made... We have always preferred to pursue harassment claims internally," Crombie said.

It is doubtful, however, that this matter will remain internal. In February, two UBC students filed formal charges with the BC Human Rights Commission.

Kevin Duwyer, president of the Graduate Student Society and a political science student himself, faults the structure of the advisory commission.

"It was a back room deal and will stay that way. The advisory committees are based on the 'Royal Commission Model', like Parliament. Student proposals don't even have to be acknowledged. Because submissions are lodged for the committees' behalf, they can freeze you out," Duwyer explains.

Complaints by students have left the graduate body splintered about how to deal. Last semester, disgruntled students skeptical of the GSS's commitment set up the Political Science Graduate Student Society to seek their own resolution.

"It's all window-dressing," says Duwyer, "and frustration is moving people against their profs, it's a very bad, bad scene."

For UBC students, it can only get worse. Their degrees are becoming unmarketable;

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# When students take on the system

*Students' Society vp university affairs reflects on shaping McGill*

by Lisa Grushcow

continued from page 10

of eight PhD candidates three years ago, three remain. The only real work being done there seems to be student struggles against harassment.

A February *Ubysey* story told of grad student Amanda Ocran's being unceremoniously 'dressed down' for thinking that her PhD proposal, "A Political Economy of Gender," belonged in the humanities or Women's Studies.

A male UBC faculty member had written off the proposal because it involved issues of gender; unaware, apparently of the substantial body of literature produced on the topic over the years.

"I think that many faculty are missing the boat by not seeing that every new generation... brings with them new ideas. Instead, [students] are perceived as a threat to what are often moribund departmental and institutional structures," says Ocran.

With a formidable clash of convictions surfacing in the department, this recent round of academic scandal has placed UBC squarely in the middle of current debates over institutional discord — a debate from which McGill is not exempt.

Until March 20, when the McGill Senate passed the student-initiated general harassment policy, McGill was one of the only universities in Canada without such a policy in place.

Though it has taken a long time to convince administrators that problems and prejudice exist here too, the beginnings of a standard procedure are now, finally, about to be implemented.

The new policy will ensure that the Québec Charter of Human Rights is enforced on campus, prohibiting discrimination on grounds such as racism, religion, heterosexism and homophobia, ageism and ableism.

However, all charges of sexual harassment will be dealt with under the separate sexual harassment policy which is not yet fully functional, having languished in revision for nearly four years.

*Additional reporting by Robin Perelle*

One of the first things I realised when I started my job was that this University would keep operating for months, if not years, if one day the entire student body was swallowed by a black hole.

I have sat on committees with people who have been doing the same thing for five, 10, 20 years. I have attended meetings where the student representative is referred to simply as "the student" because she will only be there for one year and no one bothers to learn her name. I have been told by a senior administrator that my "problem" is that I don't trust the University enough to get things done. "Consider," said my interlocutor, "the dedication with which the university has worked on the sexual harassment policy..."

There have been times when I wanted to throw my hands up in the air and my files out the window. But there is always more to it than that. This year, we, as students, have accomplished things of which we should all be proud.

Last year, a student by the name of Eric Hoffstein found out about first year seminars being held at other universities: small classes of first year students, working with professors on topics ranging from "Understanding Tropical Biodiversity" to "Neo-Conservatism and Women's Movements." Jen Small, last year's vp university affairs, worked with Eric to research and lobby for the establishment of first year seminars at McGill.

They passed through Senate last fall, and the 1996-97 calendar lists first year seminars among the course offerings.

Four years ago, Fiona Deller and other campus activists called for a review of McGill's sexual harassment policy, on the grounds that its procedures were unfair. Early in 1995, a group of students formally presented a draft policy on racial harassment to a McGill subcommittee. On March 20, 1996, the beginnings of a policy on harassment and discrimination passed through Senate.

The policy will address issues of racism, religious discrimination, heterosexism and homophobia, ageism, ableism, and all other grounds of discrimination prohibited by the Québec Charter of Hu-

man Rights.

Moreover, the revised sexual harassment policy may come to Senate this month, which would allow both policies to be passed in full. Also on March 20, Senate passed a policy for the accommodation of religious holy days, and on April 17, student senators will call for the establishment of a workgroup to look at the issue of sexual assault at McGill.

Although it must be acknowledged that policies on their own are not sufficient, we have done more than create new stacks of paper. McGill has now proclaimed its commitment to honestly

confronting issues of discrimination and harassment on campus — and can be held to that commitment. These policies will be printed in the 1996-97 Green Book on Student Rights and Responsibilities.

We are not always working in an "us-them" situation when we work in the university "system." Although this is sometimes the case, the diversity of views and politics within the James Administration building, and the University as a whole, became clear to me when I was working with some administrators and professors on shared agendas.

All our projects this year have been at the very least helped, and in some cases created, by people who are not students but who are on our side.

And while there are some at this University who think that if McGill does not privatise it may as well close the Roddick Gates, there are others who will resign before teaching or working at a private McGill. We are not without allies in this university.

Moreover, our views have an importance which cannot be ignored: we are the ones who know what it is like to learn in the classrooms and

continued on page 14

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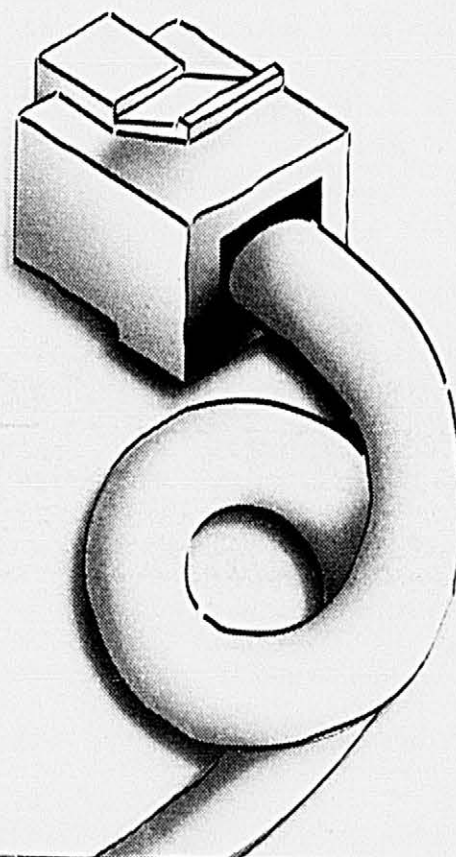
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# Discipline and PUNISH

by M-J Milloy

**B**itter memories and a dining-room chair are the only two things that Elizabeth Gilday has to show for her years of service to McGill. Fired two years ago, she lives in a tiny apartment off Ste-Catherine's street in Westmount, with a small government pension and fewer hopes.

The chair sits in the corner of her apartment, and the sharp McGill emblem on its black lacquer drew my eye the first time I met Elizabeth Gilday, three weeks ago.

The chair was a gift from the University community to commemorate her twenty five years of service as a secretary and a clerk.

Less than one year after she was given the chair, and had her photo taken with the Principal and the Dean, Gilday was fired from her job.

The call came late one Friday night. The caller told her that she was being fired "for cause" — meaning no severance pay, and a greatly reduced pension.

That is where the bitter memories start.

According to the University, she was fired for poor service, "lack of diligence" and "negligence" at her job as a clerk in the general office of the Faculty of Education. Before she was fired, she was suspended without pay five times and lost over \$4 000.

Gilday, however, maintains that her termination came after a concerted four-year effort to have her fired. She feels that the suspensions were unjust, and the way they were implemented unfair.

She also feels that her administrators never adequately took into account the fact that she suffers from multiple sclerosis (MS), a chronic disease of the nervous system that causes double vision, fatigue and loss of coordination.

We talked for over four hours that first meeting, and I boarded the metro back to the university with a two-inch thick pile of documents. The papers tell a depressing, confusing story — four years of disciplinary reprimands, handwritten replies and lawyer's letters.

Since no one from the administration directly involved in her story would talk with me, the only way to try and recreate her history is through a critical analysis of the documents.

This is the story that emerges. It provides few answers, but raises one disturbing question: why did a twenty-five year member of the McGill community suddenly find herself alone in her Westmount apartment, with only a black lacquer chair and bitter memories?

The McGill Daily

## The story of Elizabeth Gilday



DAILY PHOTO BY DAVID RYHER

### FOLLOWING THE TRAIL

The paper trail begins in early 1990, with Gilday's visit to a therapist. The appointment was suggested by her supervisor, April Caluori, and arranged through the University. Gilday assumed that the visit would help her address some of the issues raised in a work review earlier in the year. In a letter to the counsellor, the University, however, stated that the interview was prompted by her "bouts of depression" and because her self-esteem had "declined rapidly."

When she arrived for the appointment, she "found out that he was not a psychologist, but a psychiatrist [with] no mandate whatsoever to interview me for my work habits," according to Gilday.

Shocked that the University would diagnose her mental state, Gilday asked the director of Human Resources at McGill to remove the letter from her official file. The University refused to remove the file, stating that since "the University paid the full cost of a medical appointment... the report should be retained by the University."

The report, however, vindicated Gilday's claims that her work problems were not caused by mental problems. Rather, the doctor reported, her performance problems were caused by the restrictions placed upon her by her MS.

MS caused her occasional bouts of fatigue, double-vision and loss of feeling in her fingertips, according to Gilday. The symptoms were exaggerated by the fact that in the stressful environment of a faculty office she had to enter data into computers, answer telephones and respond to student questions at the front counter.

"I do feel that the fact that I

have MS should be taken into consideration... my lack of speed in certain areas does have something to do with a physical problem that is beyond my control," she wrote to her supervisor shortly after the visit to the psychiatrist.

However, there is little to suggest in the pile of documents that her supervisors responded to the reality of her condition.

### "UNSATISFACTORY PERFORMANCE"

Five days after she complained to the administration, Gilday received the first letter of reprimand of her twenty-year career at McGill. Caluori faulted her for "unsatisfactory performance" and the fact that she had failed to finish entering some data before leaving work on a Friday afternoon.

Under the policy in place at the time, supervisors can implement "written reprimands" to discipline employees. However, the University must show "just and sufficient cause" and supply the "burden of proof." Like future disciplinary letters, Caluori's letter was placed in Gilday's official file.

Her next disciplinary letter came under Caluori's replacement, Claude Lalande. Lalande would be her supervisor in the faculty office until her termination.

In March of 1992, Lalande received a written complaint from Prof. Jacques Rebuffot, a professor in the faculty. He stated that in a bulk-mailing of information, "at least 10 recipients... received empty envelopes." Lalande turned to Gilday, who had finished the job for clerks who had been called on to other tasks.

He concluded that Gilday had performed her task "sluggishly and negligently" and that the whole affair was "an embarrassment for the faculty [and]... the

University."

In her defense, Gilday produced one of the empty envelopes that Prof. Rebuffot had given to Lalande. Sent to a professor in Alberta, the envelope was postmarked March 21 — three days before Gilday says she was given the job to complete.

### ENTER MUNASA

She then went to the McGill University Non-Academic Staff Association (MUNASA) in an effort to prove her innocence. Although not a certified union, MUNASA represents staff concerns to the administration.

In this case, Stan Henry, the vice-president (liason) filed an official grievance with the University, asking that the suspension letter be rescinded.

"[T]his disciplinary letter is ill-founded, illegal, unjust and unfair and [MUNASA] requests that it be withdrawn from all personnel files," wrote Henry in late May of 1992.

Four days later, Gilday received another disciplinary letter. This time, Lalande alleged that she had made an error entering the marks of a student which, had it not been caught, "could easily have been omitted" from the graduation lists for June.

He concluded that the error was due to her negligence, since "we cannot double-check each and every transaction you make" on the computers. This letter would cost her \$119.75 — a one-day suspension without pay.

But the very fact that the error was caught in time is proof that the system did work, claims Gilday. As well, this error did not cause any damage to the student. Ignorant of Gilday's mistake, he successfully graduated in June.

To prove her innocence, Gilday asked MUNASA to file another grievance over the second disciplinary action. However, in late September, Prof. A.E. Wall, the Dean of the Faculty rejected her grievance.

Two more disciplinary letters followed in the next academic year. In October, Lalande suspended Gilday for three days without pay because of the late completion of a stationery inventory. Then, in late January, Gilday was suspended for five days without pay because she had failed to send an urgent batch of faxes to local schools by five o'clock, announcing the cancellation of a meeting at the faculty the next day.

"This caused great embarrassment to [a committee member] and an embarrassment to the faculty," Lalande wrote in the disciplinary

Continued on page 36

The University



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comment continued from p 11

labs and libraries of McGill. People who have been sitting on committees since 1976 often forget that it is now 1996; we never do.

There is a certain power that comes with being a student working within the University. On the one hand, we can go to meetings. On the other hand, we can go to rallies. McGill does not pay our salaries; if anything, the relationship is reversed. We can play the game as long as it works for us, and then we can find another way to play.

If we cannot afford to be at a university where tuition is \$15,000, discrimination and harassment go unchallenged, and learning is not taken seriously, then we definitely cannot afford to be apathetic. There is a Hebrew folk song which states that "The work is not for you to finish, but you are also not free to desist from it." Let's get to it.

## EVENTS

### TODAY

• **Montréal Press Club** is hosting a seminar on **First Nations and the Media**, to feature Ellen Gabriel, Mohawk spokesperson during the Oka crisis. 1830h; Europa Hotel, 1240 Drummond. Admission free. 342-4640

• **Take Back the Night** is hosting a planning meeting for its September march; Concordia Women's Centre, 1455 DeMaisonville W. 18h. All women welcome.

### BEYOND

• **Faubourg Ste. Catherine** presents an alternative health fair, demonstrating natural health products and therapies. Specialists to speak. 12-14 April; 1616 Ste. Catherine W.

• **Santropol Roulant/ Meals on Wheels** food charity staging benefit show, Stornaway Gallery, April 19. Requesting artwork, music, etc., on topic of food. Call promptly, 284-9335.

• **Multiple Sclerosis Society** seeks volunteers for May 9-12 carnation fund drive. Different tasks available. 849-7591

• **Lorne Scodnick** gives an acoustic performance at the Yellow Door, April 19 and, live with band, at Gert's on May 3rd.

### ONGOING

• **Weekly Jazz Extravaganza** at Istart, Sundays, 2030h. 263 St. Antoine W., admission \$5. Various talented ensembles.

• **Montréal Chest Centre** is offering a 8-week programme to help smokers quit. Mondays, 3650 St. Urbain, 18h-20h Starting April 15

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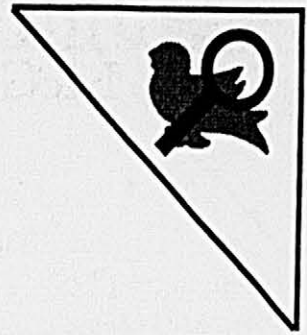
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# Recognising aboriginal knowledge



## Universities across Canada implement Aboriginal Studies programme... so why not McGill?

by Derek Fung

Franz Fanon's book *Wretched of the Earth* analysed the colonial constructs in society: "Colonialism is not merely satisfied with holding a people in its grip and emptying the native's brain of all form and content. By a kind of perverse logic, it turns to the past of an oppressed people, and distorts, disfigures and destroys it."

Looking at the marginal status that Canada's educational system gives to aboriginal knowledge, Fanon's words are perhaps revealing.

From kindergarten up, First Nations' traditions and histories are either ignored or dealt with in a cursory manner. This attitude continues into the university level, where institutions such as McGill remain largely silent on the issue of aboriginal studies.

McGill's attitude is perhaps best summed up by the way questions on why native studies are not more prominent at the university are dismissed.

"Aboriginal Studies is important in terms of its historical, sociological and political aspects. How can we teach the history of this country without looking at native people and their contributions?"

— Rodney Bobbiwash, First Nations House, University of Toronto

"I don't know why, I just come here," was the response given by the History Department's Professor Desmond Morton, when asked about the lack of native studies at McGill.

Vice Principal Academic Bill Chan seemed to think that McGill has done enough. He pointed to the Native and Northern Education program offered through the Faculty of Education.

However, the blaring reality is that McGill has a long way to go in being responsible to aboriginal knowledge.

"We have to recognise the fact that aboriginal contributions are not talked about [in the university]," comments Renee Shilling, the Aboriginal Student Representative to the Canadian Federation of Students (CFS).

The McGill Daily

For Rodney Bobbiwash of the First Nation's House at the University of Toronto, the lack of Aboriginal studies at Canada's bastions of higher learning are an unacceptable



gap.

"[Aboriginal Studies] is important in terms of its historical, sociological and political aspects. How can we teach the history of this country without looking at native people and their contribu-

traditions, Trent's programme has an Aboriginal Education Council.

According to Don McCaskell, a professor in Trent's Native Studies department, this council has "representatives from aboriginal communities and organisations that run the programme."

The Trent programme is comprised of three parts. Students are required to take courses in the areas of academic, cultural and applied knowledge.

The cultural courses are taught by native elders and reflect traditional cultural activities of First Nations people. Trent is one of the few universities to give tenure to native Elders, recognising that not all knowledge is gleaned from books.

### Situations at other universities

Other post secondary institutions, from Concordia University in Montréal to the University of Northern British Columbia, are beginning to follow Trent's lead.

Last December, the University of Toronto approved a native studies major programme, as did Concordia three years ago.

One aspect that both the Trent programme and the more recent programs are attempting to address, is the importance of native spirituality in aboriginal knowledge.

Shilling commented that such programmes allow "aboriginal people to learn more about their history and culture which isn't offered in other departments."

"This is something about me [as a native student], it means that I have some importance," added Bobbiwash.

However, native studies programmes are not only relevant for aboriginal peoples. Bobbiwash pointed out that native studies are "important for non-native students... not all knowledge is found in the library."

### Doing it for themselves

Leaving aside leadership from the universities, First Nations communities have begun to take the initiative to develop

their own programmes.

In conjunction with the University of Regina, the Federation of Saskatchewan Indian Chiefs helped found the Indian Federated College.

Similarly, the Union of B.C. Indian Chiefs have established their own institution outside of the university structure. In 1991, a general assembly of aboriginal people in B.C. decided to create a post-secondary institution to teach the principles of self-

place to accept transfer credits to allow students from other universities to study at the Institute.

### Does McGill measure up?

Disappointingly, McGill does not have a Native Studies programme equivalent to the ones in place at universities like Trent.

Susann Allnut, Administrative Assistant at the Office of Native and Northern Education in the Faculty of Edu-

"By a kind of perverse logic, it turns to the past of an oppressed people, and distorts, disfigures and destroys it."

— Franz Fanon

government.

Between 1993 and 1994, the Federal government began to fund the Institute of Indigenous Government, which was in full swing by 1995.

"We need people trained to fulfill leadership roles in light of treaty negotiations," stated Wendy Ancell, librarian at the Institute.

"[The Institute is] fully autonomous. Everything is taught from a First Nations perspective," she continued.

Currently, the programme offers eleven courses, ranging from the history of First Nations, colonisation and decolonization, to record management.

By 1998, the Institute hopes to add a degree programme to the presently offered diploma programme.

Right now, 27 students are enrolled in the programme, of which roughly 95 per cent are aboriginal people. It is hoped that more non-native students

cation, states that the department offers a Certificate in First Nations and Inuit Education but prospective teachers still have to do a regular certification program that does not address aboriginal concerns.

Upon consultation of the academic calendar, the program had few courses specifically dealing with Native Studies, even though Allnut added that they are "taught by First Nations and Inuit teachers."

In light of this, it seems that McGill has overlooked the importance of an aboriginal studies programme completely. In a drive to downsize and watch the bottom line, University administrators have forgotten that this country was not constructed in a vacuum by European immigrants alone.

Today, Canadian society is as much a product of aboriginal traditions and knowledge

"We have to recognise the fact that aboriginal contributions are not talked about [in the university]."

— Renee Shilling, the Aboriginal Student Representative to the Canadian Federation of Students

will enroll in the institute to help build bridges of understanding and support between native and non-native communities. And within two years, the institute hopes to offer services to between 90 and 120 students.

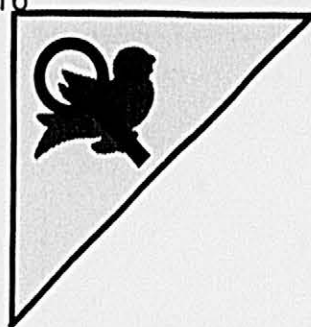
Structures are being put in

as European ones.

McGill needs to join other universities in Canada who have begun to rectify what may be called a condemnable practice of ignoring the history, contributions, traditions and lives of aboriginal peoples.

The University





by M-J Milloy

**T**wenty-years ago, the fire-fight at Pine Ridge spelled the end of the most radical and militant native political movement since Crazy Horse. It also marked the beginnings of

targeted radical movements for social and political change. The book is a harrowing account of how the most radical of the political movements to arise from the 1960s — not only AIM, but the Black Panthers, radical feminist groups and Latino/a groups in the barrios of the southwestern US — were repressed and their members incarcerated and, sometimes, killed.

His next book, *Struggle for the Land*, established some of the main themes that

cultural forces that maintain that political reality today.

*Fantasies of the Master Race* is another controversial work that examines the cultural texts of American imperialism. As the title suggests, it is not a work for the squeamish or anyone with a comfortable attachment to the dominant mythology of the creation of the United States or Canada.

By re-analysing figures like Carlos Castaneda, Ayn Rand, and major and minor professors of American his-

it involves a number of things about the intellectual and cultural context of the non-natives, is to compare that to the history of the Second World War. The simplest response to that is that the Germans lost the war.

Had Germany won the Second World War, the dominant history of that war would have been written in a dramatically different manner.

*You write in Struggle for the Land that the United States is the "most seamless system of internal colonisation on the planet." How does Canada compare to this system?*

Canada is less seamless, it is more in flux. It has not caught up to the American model. However, the fact of the matter is that the Cana-

The punctuation to all of these incidents was the direct and overwhelming application of military force, and the intervention by governments into the internal affairs of native nations.

And this is another example of how the government has turned the idea of justice on its head. At no time in Oka or in British Columbia did the non-native governments ever question their right to be on the land, or go back and attempt to reconstruct some explanation for their ownership of the land.

Instead, the dominant colonial power turned it around, and created 'owners' and 'claimers'. You've got a set of owners that cannot show the basis of their title to the land. And they say that the natives have "land

You cannot separate the cultural preparation and conditioning of understanding and the implementation of actual policy. All of these ingredients are important when you look at the campaign of colonisation that was waged and is being waged. Cultural underpinnings are as important as the utilisation of firearms. They are two facets of the same phenomena of the use of power.

Ward Churchill's involvement in radical native politics.

Leonard Peltier is the most well-known of all of the native participants at Pine Ridge. Imprisoned for a crime he did not commit, he has become symbolic of the American government's campaign to suppress the American Indian Movement (AIM) and the native campaign towards self-determination.

But Peltier is just one of a number of native activists to emerge from the fire-fight at Pine Ridge. Ward Churchill — at the time a 20 year old from the Cherokee nation and new to AIM — also participated in the defense of the Lakota Nation against the interests of the American government and uranium companies at Pine Ridge.

Since then, Churchill has moved into the academy as a professor at the Centre for Ethnicity and Race in America at the University of Colorado at Boulder.

Although he has moved from the marginal and threatened encampments of a radical native political group to the conservative and 'acceptable' grounds of a university campus, Churchill has lost none of the spirit that infused the demands and actions of AIM.

Over his 20 year academic career, Churchill has written three books which are central to radical native political movements in Canada and the United States.

His most well-known book came directly from his experience as a leading member of AIM. *The COINTELPRO Papers* is an examination of the FBI programme, COINTELPRO, that

Churchill would explore in his ensuing works. Through case studies from the Lubicon Cree in Alberta to the Oneida Nation of upper New York State, Churchill

tory, Churchill argues that the contemporary writing of the history of native people and their struggles is an integral part of maintaining the "seamless system of in-



documents the theft and colonisation of native land and resources.

Two tenets emerge most clearly from the book — that colonisation and repression is not an historical act, but continues to this day, and that the writing of the history of the United States and Canada is a political act designed to obscure the illegal occupation of much of North America today.

Since *Struggle for the Land* was published, Churchill has moved from examining the historical means of colonisation to the

ternal colonisation" in North America.

The *Daily* spoke with Churchill about his works and his ideas by telephone from his office in Boulder.

**Daily:** You talk quite openly about the conquest of what we call North America as genocide. If the scale and structure of this warrants the title — and I believe that it does — why is it not recognised as such by governments and academics?

**Ward Churchill:** The simplest response to that, since

dian judiciary has been drawing quite heavily on the Marshall decision of the right of discovery.

Marshall inverted the whole notion of rights and discovery. By quoting so heavily from that decision, the Canadian system is moving more towards the American model.

*In Canada there have been a number of native political movements in the last decade — here I'm thinking of Mohawk traditionalism at Kahnawake and Kahnasatake, as well as the encampment at Gustafsen Lake by the Defenders of the Shushwap Nation — that have defined the conflict between native nations and settler states in ways similar to your own, in terms of theft and colonisation.*

*Do you see any parallels between what went down in Canada, and your own experience with AIM at Pine Ridge?*

Yeah, there are a number of parallels. Probably most salient is the arrogance with which the provincial and Ottawa governments dealt with the 'problems' of Indian rights and self determination....

The methodologies that were used were 'buying off' by the colonial government of one group of natives against another. The purchased group were the "legitimate" governing Indians against an unrepresentative "fringe group".

claims" to their own territory. If there is any entity on this territory that is claiming land, it is Canada.

*It seems that in your earlier works, you set about to deconstruct the orthodox historical basis for the physical colonisation of native nations. In your later works, it seems that you have moved more into analysing the cultural and academic underpinnings of that enterprise...*

Well, you really can't separate the two — they have to be seen together. You cannot separate the cultural preparation and conditioning of understanding and the implementation of actual policy. All of these ingredients are important when you look at the campaign of colonisation that was waged and is being waged. Cultural underpinnings are as important as the utilisation of firearms. They are two facets of the same phenomena of the use of power.

*Fantasies of the Master Race spends a lot of time discussing various academic works that have portrayed native people and histories in various ways, and have become facets of that "same phenomena." What has been the role of academia and 'knowledge' in creating this seamless colonial order?*

The project of these professors in the academy is one of obfuscating the historical

## Academia and the con JULGEMENT



## Coalition pour l'activisme à McGill

# La Guerre aux points noirs

NOUVELLE  
Emmanuelle Latraverse

Face à l'apathie générale, ou alors au désespoir qui semble animer les étudiants et étudiantes de McGill face à la restructuration qui s'abat sur l'université, un groupe activiste a vu le jour : la Coalition pour l'activisme à McGill (CAM).

« Nous sommes un groupe "ombrelle" qui veut mobiliser tous les groupes de pression qui sont souvent trop petits pour avoir un poids significatif, explique Matt Lederman de la CAM. On veut obliger l'administration de l'Université à commencer à écouter les étudiants et les professeurs. » La CAM organise d'ailleurs une démonstration le 12 avril prochain pour inciter les gens à s'impliquer plus activement et pour les informer des implications réelles de la restructuration. Elle fait également circuler une pétition pour réclamer la formation d'États Généraux à McGill visant à une meilleure participation et coopération de la communauté mcgilloise devant la restructuration de l'université.

La CAM est particulièrement inquiète de l'attitude dirigiste de la haute administration mcgilloise à ce sujet. Selon les membres de la coalition, « cette approche mine l'accessibilité et la qualité de notre éducation. » La coalition préférerait plutôt voir une approche démocratique où tous les membres de la communauté universitaire auraient leur mot à dire.

La démarche de la CAM est fondée sur trois principes : la diversité académique, la responsabilité de l'administration face aux étudiants et étudiantes et la prise de pouvoir de la classe étudiante au sein d'une redéfinition de son rôle à l'Université.

« Shapiro ne croit pas que l'Université est pour les étudiants pour les étudiants. C'est très fâchant quand on considère le rôle essentiel que jouent les étudiants dans une université et surtout, quand on regarde les petites affiches partout sur le campus vantant l'importance de l'étudiant à McGill », ajoute Matt

Lederman. Selon lui, l'administration procède comme si elle était la seule à savoir ce qui était bon pour les étudiants et étudiantes. Pourtant ces derniers devraient avoir l'opportunité de fournir des critiques constructives afin d'améliorer l'éducation qui leur est offerte. Surtout, ces derniers devraient être écoutés, « ce qui n'est certainement pas le cas en ce moment », poursuit Lars Rosenblum, un autre membre de la CAM.

Les membres de la CAM croient que la mission de l'université ne devrait pas être strictement de produire des scientifiques étroits d'esprit, mais devrait aussi procurer une atmosphère où les étudiants et étudiantes peuvent apprendre à être des citoyens moraux, bien informés, conscients. « C'est pourquoi il faut absolument arrêter le syndrome des petits points noirs dans le calendrier des cours », poursuit Matt Lederman. Ce phénomène illustre bien comment le processus de restructuration coupe dans les cours qui intéressent les étudiants et étudiantes et restreint ainsi leurs options, surtout en ce qui concerne les programmes multidisciplinaires qui se voient ainsi menacés. « Avec toutes ces coupures de programmes et une augmentation des frais de scolarité, les étudiants vont payer plus pour moins d'options », conclut Matt Lederman.

En tant que membres de la communauté mcgilloise, qui avons beaucoup à perdre dans ce processus de restructuration, il faut s'impliquer activement. Quel meilleur début que de participer à la démonstration du 12 avril sur les marches de l'édifice des Arts !

Pour plus d'informations : Matt Lederman au 284-7373, Lars Rosenblum au 286-0738 et QPIRG au 398-7432.



Photo par Alexandra Bolduc

Après l'Acropole fondue, qu'est-ce qui attend McGill?

## Célébrations du 175ème: objectifs et espoirs

NOUVELLE  
Jean-Sébastien Jetté

Le 31 mars 1996 marquait officiellement le 175ème anniversaire de l'Université McGill. Quelques activités ont déjà eu lieu pour marquer cet événement, telles que le Carnaval d'hiver, des conférences et diverses présentations. À travers celles-ci, l'aspect francophone des festivités est bien représenté, notamment dans le but d'attirer l'attention et l'intérêt d'une plus grande partie de Québécois et de Québécoises de tous les milieux.

Sous le thème « McGill au Québec », on a misé sur plusieurs événements pour inciter les communautés francophone, anglophone et étrangère à se familiariser davantage avec cette institution quasi-bicentenaire. Selon Karl Jarosiewicz, relationniste et responsable

des festivités, « il est important d'envoyer le message que McGill fait partie du Québec. Qu'on fait partie de la communauté et qu'on n'est pas un petit oasis séparé du reste ». C'est donc selon cette idée directrice que la structure des activités a été développée.

Les activités majeures à venir sur le campus de l'Université sont les congrès de l'ACRS (Association canadienne des rédacteurs scientifiques) et de l'ACFAS (Association canadienne-française pour l'avancement des sciences). M. Jarosiewicz est particulièrement fier d'accueillir cette conférence « monstre », la deuxième plus importante organisée à McGill. Cette rencontre qui réunira en tout 5000 congressistes, aidera sûrement à la diffusion de l'invitation lancée à la population. D'autant plus intéressant est le fait que le congrès de l'ACFAS se déroulera

uniquement en français. « Ce n'est pas du toujours évident de trouver tant de conférenciers francophones. C'est notre "gros" événement francophone cette année » souligne M. Jarosiewicz.

À la mi-septembre aura lieu l'activité familiale par excellence : la journée porte-ouverte. Lors de cet événement, les facultés et départements seront tous invités à préparer des expositions et des visites guidées de leurs pavillons respectifs. Ainsi, tous les Montréalais pourront découvrir le campus du centre-ville.

La participation des médias sera aussi nécessaire pour assurer la publicité du 175ème. C'est pourquoi on pourra bientôt voir de la publicité dans les journaux annonçant les événements et invitant les gens à y participer. Le site Internet de l'université présente aussi un calendrier

détaillé des différentes activités. Plusieurs personnalités de marque, telles que Jean Chrétien et Julie Payette (ingénieure et astronaute ayant étudiée à McGill), ont été invitées à se joindre aux festivités. Bref, rien n'a été laissé au hasard pour assurer un succès à ces festivités.

Finalement, plusieurs conférences sur des sujets variés auront lieu tout au long de l'année, incluant une bonne proportion de présentations en français. Comme l'indique M. Jarosiewicz « on veut garder le 25% de population étudiante francophone et on espère même l'augmenter. C'est pourquoi on travaille en ce sens dans l'organisation des activités. » C'est avec cette philosophie que les fêtes du 175ème anniversaire pourront renforcer les liens entre McGill et la collectivité, et ainsi continuer à promouvoir l'éducation et le savoir.



*Le McGill Daily Français s'est rendu au Cégep Maisonneuve afin de connaître l'opinion des jeunes sur l'Université McGill.*

## Qu'est-ce que l'Université McGill représente pour vous ?



« J'aimerais beaucoup y aller pour le Département de Musique. Pour moi l'anglais n'est pas une barrière; au contraire c'est un bon moyen pour l'apprendre. »

Valérie Clément, Hygiène dentaire



« Pour moi, le seul inconvénient, c'est l'anglais. Mais j'aimerais beaucoup y aller même si c'est une université plus exigeante. »

Annie Sénéchal, Sciences de la santé



« L'Université a une bonne réputation mais elle ne m'intéresse pas parce que c'est anglais. Mais j'irais si je pouvais bien réussir en anglais. »

Evelyne Vallée, Sciences pures



« C'est une université trop « high class ». Elle ne m'intéresse pas. »

Stéphanie Lamoureux, Sciences humaines



« Pour l'instant McGill n'est pas un choix pour moi. Je n'aime pas cet environnement anglophone fermé mais j'aimerais peut-être y faire une maîtrise en littérature française plus tard. »

Simon Duguay, Sciences humaines psychologie

« Je rêve d'avoir mon sac-à-dos McGill ! C'est une très bonne université et j'aimerais beaucoup y aller. Les étudiants y viennent de partout et être bilingue c'est un gros avantage. »

Engleau Antoine, Technique de procédés chimiques



« C'est inaccessible pour moi car c'est en anglais et ça prend trop de bonnes notes pour y en- »

Ian Gosselin, Technique administrative



« Je considère que c'est une bonne université et que c'est un bon moyen pour devenir bilingue. J'aimerais y aller mais je ne crois pas qu'il y ait un programme de communication et c'est vers quoi j'aimerais me diriger. »

Julie Allaire, Sciences humaines psychologie

## McGill et les francophones : une histoire d'amour...

NOUVELLE  
Michel Tremblay

C'est à partir de 1960 que les autorités de l'Université McGill commencent à s'intéresser au fait francophone dans leur institution. Cette nouvelle vague d'intérêt allait coïncider avec la révolution de l'amour libre et des tulipes dans les cheveux. Pendant cette même période, de 1960 à 1970, les Francophones qui constituent la majorité de la population du Québec revendiquent la place qui leur est due.

Dans ce même ordre d'idée, de nombreuses manifestations ont eu lieu à McGill, dont celle du 28 mars 1969 en faveur d'une francisation de l'Université. Mille personnes en tout s'étaient déplacé pour cette occasion. Les organisateurs de la manifestation, le professeur de sciences politiques de McGill, Stan-

ley Gray et Roger Lemieux, le président de la Ligue pour l'intégration scolaire, croyaient que les Anglophones prenaient trop de place dans les universités et en laissaient trop peu aux Francophones.

A cette époque, la proportion d'étudiants et étudiantes francophones à McGill n'était que de 10 pour cent de la population étudiante totale.

Une plus grande admission des francophones au cours de la décennie suivante fait augmenter ce pourcentage à 18 %. Cette augmentation s'explique entre autre par la supériorité des programmes offerts par l'Université. L'attrait également pour les étudiants et étudiantes francophones de bien maîtriser la langue anglaise rend l'Université McGill des plus attrayantes.

Pendant la même période, les Francophones de McGill obtiennent certains droits, tels que celui de pouvoir remettre leurs travaux en français et la mise sur pied d'un journal français qui existe toujours aujourd'hui et que vous lisez présentement.

À l'heure actuelle, les Francophones constituent 20 pour cent du corps étudiant mcgillien et sont représentés dans l'en-

McGill  
cent 175e  
soixante-quinzième

## McGill Daily français

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Le Daily est membre fondateur de la Canadian University Press (CUP), de la Presse étudiante du Québec (PEQ), de Publi-Peq.

Imprimé sur du papier recyclé à 20 p. cent.

ISSN 1192-4608

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## CLIN D'OEIL À L'ATTENTION DE LA RÉDACTION

ou « pourquoi avoir recours à des correcteurs »

Le texte qui suit comporte intentionnellement des fautes, plus ou moins graves. Ces fautes sont, en fait, le fruit de ce que nous, correcteurs, avons recueilli le plus fréquemment au cours de nos multiples lectures.

Entrer en contact avec des gens qu'on ne connais pas nescésite une certaine iniciative. Mais il s'agit de l'une des fonction principales d'un journaliste. Cela demande à ce qu'il n'est pas d'hésitement, entre autre, face à un téléphone. En générale, il est fort paussible que cet aisance exige plusieurs années de pratique. Toutefois, certains ont rejeté cette théorie: « je n'hadère pas à cette affirmation », rétorque B.G. (journaliste souhaitant resté anonyme). Quand est-il vraiment ? Surprenamment, il y a toujours l'expection qui confirme la règle: atteindre sa cyble, traiter d'un sujet interressant, pas du tout hazardeux, et optenir l'appuie de son rédacteur en chef dès son premier article. Ça s'apelle le talent.

Il n'en demeure pas moins que les journalistes sont libres d'écrire sur ce qui les touches: les propositions qu'ils ont émisent sont toujours écouter avec attention. L'avis supplémentère du rédacteur en chef peut conduire à tourner certaines phrases différamment (notamment quand celle-ci dépassent quatre lignes...). Tant qu'il à choisit et démontrer ses idées, il a la «suprémacie».

Jamais au paravant on n'avit descerner ce genre de pris. Toutefois, le jury des correcteurs à décider de faire les contes, sans aucune amalgamation. Il en a donc conclus ce qui suit:

les journalistes du McGill Daily Français poursuivront leur travail d'information, aux niveaux local, national et international, dès la rentrée prochaine.

Nous vous remercions de nous avoir donné du travail.

Sandrine Simonnet, pour l'équipe des correcteurs (et correctrices peut-être?).



Situation de l'institution universitaire

# L'Université devenue moule à gâteaux

**E**n ces temps de vache maigre (et folle, nous dit-on), il serait grand temps de s'interroger sur l'institution que nous fréquentons chaque jour, c'est-à-dire l'université. En tant qu'établissement d'études supérieures, serait-elle atteinte, elle aussi, de « productivité » ?

Force est d'admettre que l'université a bien changé. Elle qui fut d'abord une institution ecclésiastique, qui s'est ensuite ouverte à tous les champs de connaissance (tout en restant fermée à beaucoup de personnes), qui enfin a daigné répondre à l'appel de l'universalité, la voilà devenue, en 1996, le moule à gâteaux de la société.

Le moule à gâteaux ? Tout à fait. Autrefois, l'université était un endroit privilégié pour scruter le monde à la loupe, le critiquer et surtout le repenser. Un foyer d'idées nouvelles, de débats d'opinion, où une élite intellectuelle s'interrogeait sans cesse sur une meilleure conception de la société. Mais aujourd'hui l'université est devenue un des principaux instruments du système : plutôt

que de former des libres penseurs capables d'agir avec objectivité, polyvalence et ouverture d'esprit, elle produit des étudiants et des étudiantes en fonction des besoins de la société. On ne demande plus aux jeunes de repenser la société mais d'étudier pour s'y adapter dans sa forme actuelle.

Combien de fois avons-nous entendu une personne de notre entourage dire qu'elle s'en allait dans tel ou tel domaine parce qu'il y avait des « débouchés », des « ouvertures » ? Est-ce trop fort de dire que l'université est devenue un moulin à fabriquer des professionnels-les ? Et que penser de tous ceux et celles qui ne se passionnent même pas pour leur sujet d'étude, c'est-à-dire pour leur future profession ?

Il est inquiétant et dramatique de constater le nombre d'universitaires assis sur les bancs d'école pour le simple bout de papier qui les attend en fin de parcours. À les regarder, on constata sans l'ombre d'un doute, que l'objectif de l'érudition a été délaissé. On peut s'interroger sur les facteurs

responsables d'une telle dégénérescence.

D'abord, il serait trop simple de crier à un abâtardissement de la population. Notre génération n'est ni moins intelligente, ni moins capable que les précédentes. Elle désire seulement moins se cultiver. C'est tout !

Le problème fondamental, c'est que l'université n'a pas su échapper au mot d'ordre général de productivité et de spécialisation. Ce facteur de dénaturalisation de l'université est imputable à la société elle-même. Après tout, l'université est une institution. Et une institution est, par définition, une structure qui représente la société. Si celle-ci prend de mauvais plis, ses institutions les prendront également. L'université s'est prise le doigt dans l'engrenage; aujourd'hui le mal est fait.

Les politiques budgétaires des universités témoignent bien de ce profond changement de philosophie. Bien sûr elles ont contribué à accélérer le processus : elles ont fait en sorte que l'on s'est vu pressé de produire du « concret », de

montrer les résultats explicites de trois ou quatre années universitaires.

Cependant, à leur décharge, il faut concéder que les restrictions budgétaires sont des répercussions à un problème extérieur. En vérité, les universités cessent d'être subventionnées dans les domaines où on ne peut constater un effet rapide et direct sur la société.

Qu'on le veuille ou non, l'accès universel à l'université a contribué lui aussi à ce changement d'orientation de l'université. Non pas qu'il ait nécessairement détérioré le climat d'étude, mais il a engagé une course effrénée aux diplômes. On en veut plusieurs et de meilleur niveau.

Tout le monde a une chance égale à la connaissance mais tout le monde n'a pas les mêmes aptitudes pour y accéder. Or le nombre de diplômés s'accroît d'année en année, sans pour autant que les récipiendaires soient de meilleur calibre. Cela a pour effet d'amoindrir la valeur des diplômes et d'en inciter plusieurs à poursuivre des études de deuxième et troisième cycles.

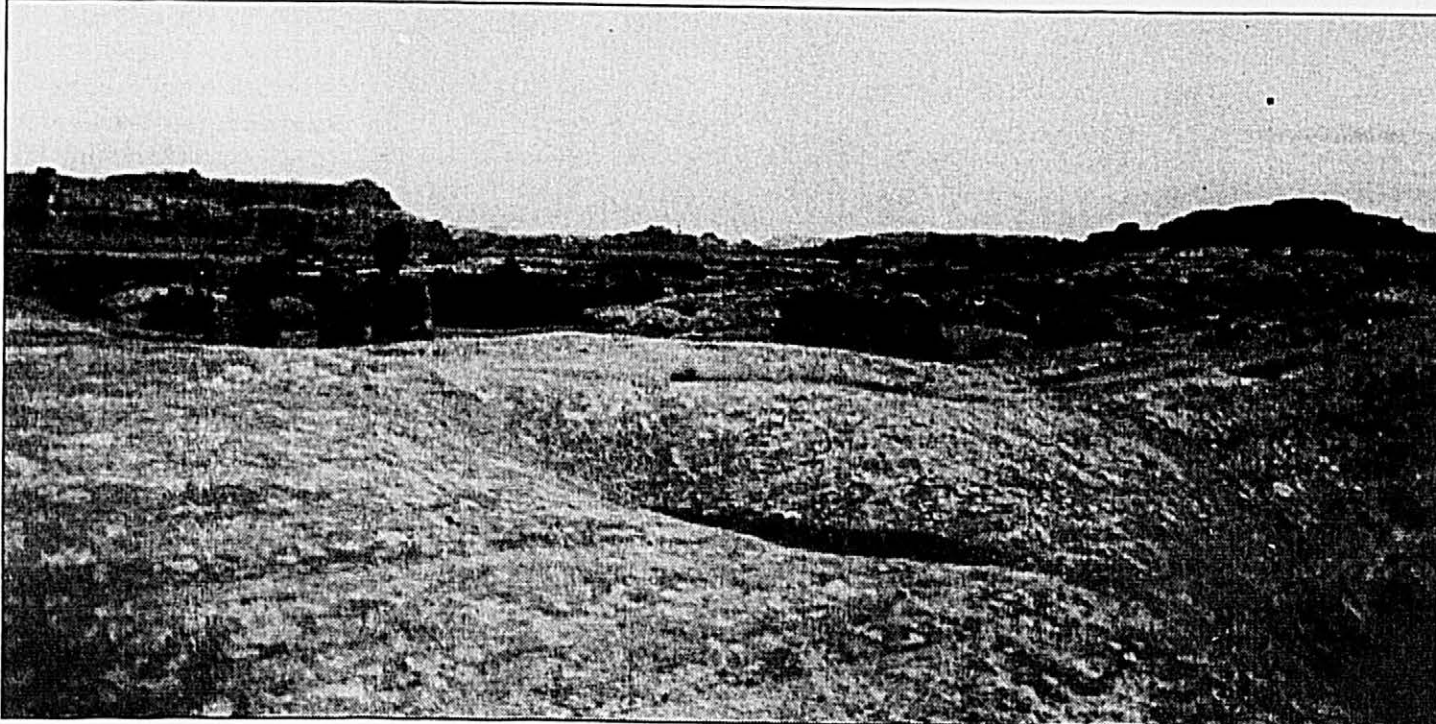
Le cercle est à ce point vicieux que les universités y ont pris goût : « Si nous créons des employés, pensent-elles, devenons nous-mêmes une compagnie ! ». On sent de façon très nette les effets de cette réflexion : les universités ont ouvert les écluses et se sont mises à accueillir tout le monde. Un étudiant ou une étudiante à temps plein, après tout, c'est quand même 2000 \$ de rentrées annuelles. McGill n'échappe pas, bien que cela soit moins ressenti, à ce mouvement répandu prolongeant les journées portes-ouvertes... à l'année longue.

En somme, on voit difficilement comment l'université pourra se sortir de ce bourbier. Les notions de profit et de productivité, corruptrices de la connaissance, ont rendu improbable un retour à « l'état de nature », en des temps reculés où l'homme pouvait s'instruire pour son bien et pour connaître le monde; se cultiver et être en mesure, un jour ou l'autre, de venir en aide à la société... à sa façon.

Marc Antoine Godin, pour l'équipe du McGill Daily Français

## RÉSERVEZ DÈS MAINTENANT !

Photo par Alexandra Bolduc



Eh oui les places partent très vite pour les postes de journalistes en vue l'année prochaine. Il n'en coûte rien, ni taxe, ni frais de service. Les places sont illimitées alors dépêchez-vous : prenez l'été pour y penser et revenez nous voir au local B-03 du Pavillon Shatner dès demain. Euh... bon, je suis confus.

McGill  
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LIVRES  
Loïc Bernard

Parmi les arts qui ne parviennent pas à s'épanouir au Québec, la bande dessinée, francophone à tout le moins, ne trouve pas le marché ni les subventions nécessaires pour y établir des racines permanentes.

Plusieurs personnes du milieu admettent que le marché québécois ne se prête tout simplement pas à ce genre de publications. « Ça ne sert à rien, c'est une cause

naux, en étant publiée dans des revues humoristiques ou autres. Cela la rend autrement plus accessible, « la B.D. ne pouvant pas se vendre à plus de 6 \$ », comme le souligne M. Fournier. Il soutient en outre que « fonder une revue spécialisée en bandes dessinées, ce serait comme se plonger dans un ghetto. »

Malgré des ventes faibles et de gros problèmes sur le marché de l'édition et de la diffusion, il y a toujours beaucoup d'initiatives en matière de publication. La volonté y est... mais le public, lui, ne s'entend qu'à ce qu'il connaît. Il ne manifeste pas une ouverture d'esprit assez large pour se « risquer » dans la nouveauté et la diversité.

Du point de vue financier, les subventions fédérales et provinciales se font de plus en plus rares : avec une demande qui a diminué de moitié depuis 1989, on a sabré dans les subventions en amputant plus du tiers du marché. Les succès sont d'autant plus rares pour la B.D. québécoise que, selon Pierre Fournier, « c'est un domaine qui n'est pas très payant. »

Malgré tout, « le talent et la production sont là et les éditeurs deviennent de plus en plus intéressés », poursuit-il. En effet la relève est présente mais elle nous vient par « vagues ». Très peu de gens peuvent vivre exclusivement de la B.D. au Québec; ceux et celles qui sont « sérieux » resteront pour la plupart dans le domaine mais dans des secteurs connexes à la production.

Toutefois, les progrès technologiques pourraient éventuellement donner plus de possibilités à la production de B.D. L'utilisation de scanners, par exemple, ou de la photocopie couleur, seraient des moyens envisageables pour produire en plus grand nombre et à un prix réduit. Cela pourrait inciter la relève à s'engager davantage dans le domaine de la B.D.

Pour l'heure, il faut se montrer disponible. « J'ai confiance que les gens qui créent ce genre d'art vont accepter la technologie présente et s'adapter à celle-ci, conclut Pierre Fournier. Les gens, d'une manière ou d'une autre, trouveront un moyen de produire. »

LA BANDE DESSINÉE AU QUÉBEC

## UN MARCHÉ DE BACHIBOUZOUCS

perdue », affirme Sylvain Bolduc, éditeur de la revue humoristique *Safarir*, en parlant des livres de bande dessinée.

D'après lui, le problème majeur vient du fait que « la masse populaire québécoise ne lit pas. » Ce manque d'intérêt ne peut que s'accentuer si les prix des livres demeurent aussi élevés. « L'album de bandes dessinées coûte très cher », affirme pour sa part Pierre Fournier, co-scénariste avec Réal Godbout de la série *Red Ketchup*, autrefois publiée dans la revue *Croc* et maintenant dans le magazine *Safarir*. Dans les librairies, le prix des livres de bandes dessinées varie aujourd'hui entre 15 et 35 \$, si ce n'est davantage.

Écrasé par la concurrence européenne (France, Belgique) et américaine, le marché devient rapidement saturé et pose un obstacle important à la diffusion d'artistes québécois. Et pourtant les étrangers ne prennent pas tant de place sur les étagères des quelque 700 librairies du Québec... La bande dessinée québécoise trouve plutôt refuge au sein des 10 000 kiosques à jour-

THÉÂTRE  
Alain Huot

Selon les textes des nomades, les villes sont des lieux de captivité, de débauche ou de pèlerinage. Comme *la Cité*, pièce de théâtre mise en scène par Michel Monty dans une trilogie dont on présente depuis le 27 mars la première partie à l'Espace La Veillée. C'est une Cité allégorique, pleine d'anachronismes, une cité-État avec des problèmes d'eau usée.

*Exodos 1* est un drame politique, ainsi qu'une histoire de famille royale, comme chez les classiques, ce qui est surprenant pour un auteur qui se soucie de renouveler le genre du théâtre populaire. La Cité qu'il dépeint dégorge d'excréments qu'elle ne parvient plus à traiter, tandis que des rebelles tiennent dans les montagnes les sources d'eau et

réclament la moitié de la ville. La reine présidente, Rayaam (jouée avec énergie et nuance par Geneviève Martin), et ses trois enfants sont les principaux protagonistes. Dans le dessein de poursuivre son règne dans l'ombre, Rayaam veut marier son fils Mika (Fabrice Pierre) à sa fille Elhaam (Brigitte Poupart). Mika n'a cure des affaires de ce monde et souhaite construire en montagne un observatoire tourné vers une étoile. Elhaam est de son côté à peine pubère et veut découvrir la Cité en compagnie de son autre frère Dylan (Pierre Dallaire), enfant désabusé et cynique.

Les problèmes posés par *Exodos 1* sont très actuels : les limites de la croissance, l'exclusion, les jeux politiques... Une certaine distanciation est cependant causée par le cadre intemporel, qui évite l'écueil de la caricature grâce à sa force d'évocation poétique. Les matériaux

EXODE 1, LA CITÉ

## EXODE ET ÉGOUTS

de cet univers suggèrent autant les récits bibliques que Sarajevo, ou encore les mauvais quartiers des métropoles. La richesse de ces images est cependant longue à opérer : la métaphore des excréments semble un peu trop lourdement appuyée.

La préservation du sang, comme moyen de perpétuer le pouvoir dans la Cité et dans la famille, est peut-être le parallèle le plus intéressant que permet la construction dramati-

CINÉMA  
Magali Boisier

On construit une maison exactement de la même manière que l'on fabrique un film », a déjà dit le metteur en scène Emir Kusturica. Sur ce principe, son dernier film, *Underground*, est un palace aux mille fenêtres et aux couloirs sinueux. C'est un château de conte de fées où règne une joie morbide, où chacun croit à la réalité déformée. Une maison construite de toutes pièces sur les ruines d'un pays détruit : la Yougoslavie.

28 mai 1995. La Palme d'or du Festival de Cannes lui échoit pour la seconde fois. L'avis du public et des jurés est unanime à souligner le talent du cinéaste yougoslave dans son dernier long métrage. Dix ans séparent la première Palme d'or (pour *Papa est en voyage d'affaires*) de la consécration mondiale de celui qui demeure l'enfant terrible de Sarajevo.

Né en 1954 dans la capitale aujourd'hui ravagée, Emir Kusturica a rapidement choisi la voie artistique en suivant des cours de cinéma à Belgrade et

que choisie. Le thème de l'exode et de la libération est traité d'une façon joliment ambiguë (entre le spirituel et le dérisoire), mais il est malheureusement peu approfondi.

*Exodos 1* évoque également la captivité des habitants. Agissant en plein paradoxe,

à Prague. Il revendique de nombreuses influences telles Fellini, Jean Renoir, Chagall ou *Voyage au bout de la nuit* de Céline. Celles-ci se retrouvent notamment dans *Le Temps des Gitans* et *Arizona dream*. Pour cet atypique, qui se qualifie lui-même de « poliquement incorrect », le cinéma



Jovan (Srdjan Todorovic) et Jelena

ils fuient leur cage dorée, les privilèges que sont l'eau et l'air pur. Ils se regroupent le soir au cabaret où se produisent Jésus et Marie-Marie, qui accomplissent de faux miracles pour divertir la clientèle.

Si le texte d'*Exodos 1* comporte des éléments d'une grande force, il n'est pas encore entièrement mûr. Plusieurs scènes diluent le propos de la pièce en lui donnant une dimension comique superflue. De plus, des éléments de détails ne semblent pas exactement au point. Un exemple agaçant est le jeu des niveaux de langage, qui n'est pas toujours adroitement tourné.

Au soir de la première, l'aspect langagier a d'ailleurs mis du temps à s'imposer. L'inconfort prévalait : les acteurs et actrices nerveux étaient alors pour la plupart à côté de leur rôle et beaucoup de choses tombaient à plat. Puis, peu à peu, la justesse de ton de Geneviève Martin, Pierre Dallaire et Brigitte Poupart, en particulier, est parvenue à resaisir le tout et à établir une poésie efficace.

Il est raisonnable de croire qu'au fil des soirs, la puissance d'évocation d'*Exodos 1 la Cité* se précisera. Les matériaux susceptibles de faire de cette trilogie un succès semblent nombreux dans cette Cité, victime de ses excréments.

*Exodos 1 : la Cité*  
Par la compagnie Trans-Théâtre,  
Texte et mise en scène de Michel Monty  
À l'Espace La Veillée, 1371  
Ontario est  
Jusqu'au 21 avril



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## UNDERGROUND

## Le Délire dément d'Emir

est toujours de la culture, de la simple culture. Et *Underground* ne fait pas exception. De nombreux intellectuels français ont pourtant jugé qu'il s'agissait d'un film de propagande pro-serbe mais M. Kusturica s'en défend vigoureusement : « *Underground* est contre toute propagande

et aussi contre tous les titans et manipulateurs. Je ne soutiens aucun programme, aucune purification ethnique ».

Ce cinéaste apatride affiche en effet un pacifisme qui réclame la fois l'engagement militaire et le discours humanitaire. Son film ne parle pas de politique; c'est un message à l'Humanité.

Dans *Underground*, Kusturica raconte l'histoire de son pays disparu, parti à la dérive, détruit par son peuple. Couvrant 50 ans d'histoire slave, le film est divisé en trois parties, correspondant respectivement à la seconde Guerre mondiale, au régime du maréchal Tito et à la guerre de Bosnie.

Cette longue fresque, véritable « odysée humaine », commence en 1941. Belgrade est alors sous le joug de l'occupa-

tion allemande.

Deux membres de la Résistance, Marko et Blacky, s'amourachent tous deux de Natalija. Blacky décide cependant de descendre, en compagnie de vingt compatriotes, dans la cave de Marko afin de se cacher. Marko reste au-dessus... désormais seul avec Natalija. Assoiffé de pouvoir et d'argent, Marko vivra la fin de la guerre et décidera de ne pas avertir les gens de la petite société souterraine. *Underground*, tel un cycle, s'achève sur la reprise des hostilités, cette fois dans le cadre de la guerre civile. Blacky décidera alors de revoir la lumière du jour et pensera retrouver le monde tel qu'il était en 1941. Deux guerres distinctes, même combat.

Emir Kusturica fait une critique acerbe de ce monde déboussolé et meurtri, n'épargnant personne et surtout pas les personnages. Marko est montré comme un profiteuse de guerre, un personnage répugnant, faible par amour, par arrivisme ou par cupidité. Il trahit, manipule, en-

ferme son camarade dans le mensonge et l'obscurité pour conserver les honneurs, exploiter ceux et celles confinés en-dessous et se réserver les faveurs de Natalija. Celle-ci est faible, soumise au plus fort avec complaisance mais perdue aussi dans l'incompréhension de la guerre.

La musique tzigane de *Underground*, composée par Goran Bregovic, est présente dès la première image. Elle aide à résumer les thèmes et caractéristiques de cet œuvre monumentale, foisonnant d'une grande complexité. Une sensation d'excès est l'impression qui s'en dégage tout d'abord, dans une mélodie obsédante et énergique. La partition de musique se dérègle au fur et à mesure que cette farce macabre se développe et finit par devenir particulièrement dérangeante, presque obsédante.

Tonitruant, torturant, *Underground* écartèle entre le rire et les larmes. Les personnages et les décors sont extravagants; les banquets sans fin qui ponctuent les

trois heures de film nous enferment toujours davantage dans l'engrenage infernal de ce monde démentiel. L'excès et l'absurdité apportent habilement la causticité et le désabusement sur la guerre et l'avenir, ce qui soulage l'œil et l'esprit de l'insupportable scénario.

*Underground* est une œuvre à la fois colossale, carnavalesque, cynique, explosive, délirante, insupportable, indéfinissable, inclassable dans ses longueurs.

Et pourtant, Emir Kusturica est désabusé face à la vie, face à son art aussi. « Le langage filmique est fortement épuisé aujourd'hui et nous n'arrivons pas à le renouveler », observe-t-il. Est-ce pour cette raison que l'artiste a annoncé en décembre dernier que *Underground* serait son dernier film ? Satisfait de son œuvre, fatigué par un tournage long et éprouvant (un an !), mort à la vie comme l'est son pays, dégoûté par la polémique qui a entouré son film, Emir Kusturica ne justifiera sa décision que l'année prochaine.



(Milena Pavlovic)

## INTERDIT AUX FEMMES

## Féminisme, porno et... grand virage !

LIVRES

Marc Antoine Godin

Le discours traditionnel des féministes face à la pornographie (un discours de condamnation, nettement en faveur de la censure) vient d'être ébranlé par la parution d'un essai incendiaire s'insurgeant contre la censure. *Interdit aux femmes*, un livre écrit par Pascale Navarro, une étudiante de maîtrise en langue et littérature à McGill, et par sa collègue Nathalie Collard, promet de faire beaucoup de bruit.

Les deux auteures, qui sont journalistes à l'hebdomadaire *Voir*, se définissent elles-mêmes d'emblée comme des féministes. Pourtant, l'essentiel de leur essai est un crochet au menton des forces féministes conservatrices.

Mmes Collard et Navarro déplorent avec insistance les pouvoirs dont disposent les juges, les fonctionnaires et les douaniers en ce qui concerne le choix du matériel pornographique à censurer. Les deux femmes s'empressent de préciser qu'elles abondent dans le sens de l'opinion générale pour ce qui est de bannir toute scène de pédophilie ou de bestialité, de même que les films *snuff*—ces films représentant en direct des scènes de viol ou d'assassinat. Mais c'est sur la balance du matériel XXX qu'elles s'inquiètent du jugement des législateurs.

Mmes Collard et Navarro expliquent que la loi sur le matériel pornographique offre une interprétation très libre, très subjective, soumise au jugement arbitraire des douaniers. Ainsi, un dou-

nier un peu trop zélé a retenu à la douane plusieurs exemplaires de... *L'Amant* de Marguerite Duras !

Les auteures s'interrogent de plus sur le comportement éminemment homophobes des censeurs, qui semblent particulièrement prompts à condamner des productions destinées à une clientèle gaie et lesbienne.

*Interdit aux femmes* plaide plusieurs arguments qui déjouent les tenants et tenantes de la censure. Ses deux auteures conçoivent que la liberté d'expression et la liberté d'action sont fondamentales dans une société comme la nôtre et que rien ne devrait l'entraver. Or, elles observent que les féministes s'associent, le temps d'un combat, aux groupes fondamentalistes et de droite, pourtant leurs adversaires habituels. Mmes Collard et Navarro soutiennent que ces groupes de droite, au nom de la morale publique, représentent les plus grandes menaces à l'objectif de liberté d'expression.

En outre, *Interdit aux femmes* prévient qu'une censure systématique de la pornographie, la décision de la rendre illégale, minerait les assises déjà fragiles de cette industrie : la drogue proliférerait davantage dans ce milieu s'il était contraint au marché noir; les normes de préven-

tion à l'égard des MTS seraient très certainement relâchées. Enfin, les risques de violence inhérente à ce milieu pourraient augmenter de façon incontrôlable.

Présentement, un minimum de suivi est effectué à ce propos, ce qui immunise en partie les femmes de cette industrie. Dans les conditions de travail actuelles, plusieurs femmes (preuves à l'appui) choisissent de leur propre chef de poursuivre une « carrière » dans le monde de la pornographie. Pourtant ces femmes sont condamnées par les féministes; on les considère « complices du système ».

Mais les regroupements féministes, s'interrogent les deux auteures, ne devraient-ils pas s'engager à soutenir toutes les femmes, sans regard à leur condition ou à leur métier, au lieu d'entretenir une caste bien-pensante ? En ce sens, leurs propos virulents condamnent le statisme du féminisme, et parlent

même « d'échec du féminisme ».

La censure de la pornographie suggère une erreur de parcours dans la lutte contre la violence faite aux femmes. En effet, la censure donne une porte de sortie aux hommes, une justification à leurs agissements. Elle laisse entendre que les hommes ne sont pas responsables de leurs actes mais sont plutôt influencés de façon malicieuse par la pornographie.

Or le lien entre la pornographie et la violence ne peut être démontré de manière indéniable. Toutefois, avec ou sans porno, la violence homme-femme subsisterait. Car le problème fondamental réside, selon l'équation des auteures, dans le comportement masculin et non dans ses prétendues influences.

À l'égard de la pornographie et, à plus grande échelle, des rapports à la sexualité et à la violence, les auteures favorisent une approche basée sur l'éducation, la sensibilisation, plutôt que sur l'interdiction pure et simple. Elles notent à ce sujet que les femmes, entretiennent encore aujourd'hui des tabous sexuels face à elles-mêmes. La réaction suscitée par la venue de la « performeuse » Annie Sprinkle en 1993 en est une preuve tangible.

Les conséquences du livre *Interdit aux femmes* ne devraient pas se faire attendre longtemps. Son ton incendiaire risque d'ébranler l'opinion orthodoxe et inébranlable de la majorité féministe. Il amène un discours nouveau et rafraîchissant. Rafraîchissant, certes, car une semaine seulement après sa parution, il attise déjà les passions et provoque la controverse.

*Interdit aux femmes*

Nathalie Collard et Pascale Navarro  
Éditions Boréal, 1996, 138 pages.



Nathalie Collard et Pascale Navarro

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# Un francophone à McGill, *like an englishman in New-York?*

ANALYSE

Philippe LeMay-Boucher

**A**nnée historique et importante pour la vénérable institution que représente l'Université McGill. Très peu d'entreprises ou d'établissements peuvent se vanter de fêter une 175e année d'existence particulièrement ici, dans un pays aussi jeune que le Canada.

McGill, choisie pour son cachet à la fois européen et nord-américain, sa tradition, et pour Montréal, ville où la dualité anglais-français est unique, fait maintenant face à une situation budgétaire inquiétante et à une baisse significative du nombre d'inscription des étudiants et étudiantes francophones. À travers tout ça, qu'en est-il de la plus importante minorité linguistique qui occupe et réchauffe tout de même 20% des bancs de l'école? Où en sommes-nous, francophones, preuve vivante de la cohabitation interculturelle et qu'elle est notre histoire au sein de ce que James McGill aurait sans nul doute appelé un succès bientôt bicentenaire?

L'histoire des francophones à McGill est intimement liée à celle de la société québécoise. « En 1965-66, lors de mes études ici, nous ne formions que 3% du total des effectifs étudiants. Disons que les anglophones nous courraient après pour pratiquer leur français. Officieusement, nous pouvions remettre nos travaux en français. Notre poids politique était si peu important que nous n'avions pas d'organisation se rapprochant de l'actuel caucus francophone. À l'époque, la vie universitaire politique était beaucoup plus stimulante et mouvementée. La guerre du Vietnam mobilisait notre attention, en même temps que la montée du nationalisme se faisait à l'Université de Montréal. C'était excitant d'être à McGill et puis les francophones formaient un groupe exotique. » raconte Madame Bourdouxhe présentement à l'emploi de l'université.

Vinrent ensuite les grèves à l'Université Laval et de Montréal qui provoquèrent une progression constante de la population francophone à McGill, augmentant sa présence sur le campus jusqu'à 20%. « Lorsque le principal David

Johnson, durant son mandat, mit l'accent sur les qualités et la supériorité de McGill par rapport à plusieurs autres universités de renommée, de nombreux étudiants prirent conscience de l'aubaine qu'elle représentait. La proportion de francophone fit alors un bond appréciable. » poursuit madame Bourdouxhe.

Il y a deux ans cependant, à la suite d'un rapport commandé par l'AEUM, le caucus francophone fut créé afin de voir au respect des droits d'une minorité qui voyait ses effectifs régresser. Passant de 25% il y a environ cinq ans à 20% en 1994, la population francophone faisait face à une diminution plutôt inquiétante. « Le but premier du caucus n'est pas d'inciter les cégepiens à venir étudier à McGill mais plutôt à faire en sorte que ceux qui y étudient

déjà se sentent davantage chez eux. » souligne sa présidente et commissaire francophone, Pascale Anglade. Par l'entremise du courrier électronique ou de réunions, le caucus tente de faire connaître aux francophones leurs droits les plus fondamentaux. « Nombreux sont ceux qui après avoir étudié un an à McGill les ignorent toujours. » poursuit Mlle Anglade. Cette année le caucus n'a reçu aucune plainte formelle de la part d'étudiant et étudiante.

Ainsi donc, il n'y a eu aucun accro à la charte des droits étudiants et au fameux article 15 qui stipule que les étudiants et étudiantes ont le droit de remettre leur travaux (essai, examen et devoir) soit en français soit en anglais. « Peut-être que les étudiants ne savent pas qu'ils ont été victime de dérogation

ne savent où aller, ou tout simplement ne veulent pas en faire un cas en affrontant la bureaucratie mcgilloise » explique Pascale Anglade.

Cette dernière note également un manque d'implication et de participation dans la vie universitaire de la part de la population étudiante francophone.

Étonnant, ce chien de garde qu'est le caucus, ne possède aucun pouvoir politique. C'est à dire qu'il n'a pas droit de vote lors des assemblées du conseil exécutif de l'université.

« Nous avons entamé cette année des démarches, que nous accentuerons en 1997, visant à obtenir davantage de poids politique. Il est tout de même difficile à concevoir qu'un organisme qui représente près du cinquième des étudiants n'ait pas officiellement son mot à

dire dans les discussions futures. » conclut la commissaire francophone. En fait, on peut affirmer sans se tromper que les francophones aujourd'hui ne souffrent pas d'un pouvoir politique écrasant bien que leurs droits soient honnêtement garantis et surveillés par les leurs.

McGill tient énormément à ce que la population francophone demeure constante, le fait d'être situé à Montréal et d'accueillir de nombreux francophones est utilisé à outrance dans les publicités qui visent à attirer les cégepiens et les étrangers. Cette dualité est unique et aide McGill à rayonner sur la scène internationale. Il y a fort à parier que les administrateurs feront tout pour que les francophones se sentent à l'aise et que McGill demeure un exemple de cohabitation.

## Le débat public sur l'énergie : une synthèse des consultations

# Pour une utilisation rationnelle de l'énergie au Québec

DOSSIER  
Frédéric Laurin

**L**e débat qui a fait rage sur la construction du complexe hydro-électrique Grande-Baleine a amené de plus en plus d'intervenants à demander un vaste débat sur l'énergie au Québec. Il est à souligner que la plupart des groupes environnementaux au Québec ne s'opposaient pas au projet a priori, mais souhaitaient que le débat sur l'énergie ait lieu avant toute nouvelle construction.

L'objectif était de dresser un portrait d'ensemble des possibilités en matière d'énergie au Québec, de façon à élaborer une politique énergétique réaliste qui tiendrait compte des besoins réels de la province et offrirait une vision à long terme de la question.

Le gouvernement du Québec a donc mis sur pied le débat public sur l'énergie en février 1995. Une tournée de consultation à la grandeur du Québec a permis de recevoir et d'écouter plus de 300 mémoires présentés par une multitude de groupes ou d'individus représentant

entre autres les milieux environnementaux, les Autochtones, l'Industrie et les producteurs d'énergie.

Selon le rapport des synthèses quotidiennes des audiences publiques, plusieurs lignes de forces se dégagent :

- Les intervenants se sont en général accordés pour souligner l'importance de l'hydroélectricité au Québec. Cependant il a été souhaité que la politique énergétique tienne compte des autres filières énergétiques : gaz naturel, énergie éolienne, recours à la co-génération, mise en valeur de l'hydrogène, de la biénergie, de l'énergie solaire, du transport électrique, etc.

- La création d'une Régie de l'énergie a été suggérée par de nombreux participants. « Il s'agirait d'une Régie décisionnelle, indépendante du gouvernement, qui règlerait le gaz naturel et l'électricité, et possiblement d'autres formes d'énergie », précise le document de synthèse. On éviterait ainsi que des entreprises partisans (telles Hydro-Québec et Gaz Métropolitain), dont l'objectif est de faire un profit et non pas d'élaborer une politique énergétique globale, décident seules des choix énergétiques pour la population québécoise.

- La politique énergétique devrait accorder une grande place aux économies d'énergie (efficacité énergétique).

- La régionalisation des décisions énergétiques a été abordée dans la plupart des villes visitées par les audiences publiques. « Cette régionalisation prendrait la forme d'une participation accrue des pouvoirs régionaux à la mise en valeur des ressources énergétiques. D'une façon générale, les pouvoirs locaux désirent intervenir dans la mise en

valeur des petites centrales. Les petits barrages sont avant tout perçus comme un moyen de solidifier l'économie locale, de garantir des emplois et de dégager des revenus », mentionne la synthèse.

- La politique énergétique devrait englober une politique des transports et considérer les possibilités de carburants alternatifs (propane, hydrogène) ainsi que l'électrification (voitures électriques) et les modes de transports moins consommateurs d'énergie (train, vélos, etc.).

- Les groupes autochtones attendent en général de la politique énergétique qu'elle « leur fournisse les moyens de prendre en charge leur développement, une telle prise en charge étant réalisée dans la transparence et le respect mutuel, en tenant compte de la cohabitation et de la coexistence pacifique et harmonieuse entre les peuples. ». Certains groupes autochtones, dont le Grand conseil des Cris, souhaitent même un droit de veto sur les projets de développement énergétique qui les concernent.

Le rapport de la tournée de consultation, rédigé par la table de concertation du débat sur l'énergie sera, semble-t-il, déposé mardi prochain. Il devrait, semble-t-il, servir de base à la politique énergétique du gouvernement québécois.

L'exercice sera-t-il significatif? « Le fait qu'on ait réussi à avoir un consensus sur l'ensemble de la question est très satisfaisant, explique Philippe Dunski, membre de la table de concertation. Il y avait des

gens de milieux très différents à cette table, mais il faut regarder le fait que tout le monde ait pu s'entendre ».

M. Dunsky se dit aussi surpris du niveau de connaissances et de créativité du public: « On a eu beaucoup d'idées qui sont sorties des consultations; des idées imaginatives, créatrices et aussi des idées réalistes. Le rapport final va refléter ces opinions » indique-t-il.

En revanche, Louis-Gilles Francoeur, chroniqueur au *Devoir* sur le dossier environnemental, aurait souhaité que le débat prenne la forme d'une commission d'enquête. « Une commission indépendante aurait permis de mieux définir les enjeux, avec plus de clarté; il y aurait eu moins de compromis dans le rapport final. [Lors des audiences publiques], les gens sont allés dire leurs opinions sans les prouver. N'importe qui peut dire n'importe quoi. Mais une commission aurait démontré, prouvé, et montré les bases de chiffres. On aurait su qui dit vrai dans toutes ces opinions » explique-t-il. Toujours selon M. Francoeur, le rapport final représentera un « patchwork politique, un patchwork d'opinion » où les différents acteurs de la table de concertation ont négocié entre eux la solution finale.

Il souligne cependant que le rapport risque d'être plus réaliste puisque « les acteurs importants du domaine énergétique étaient à la tête de la table de concertation ». « La solution a plus de chance d'être viable » conclut-il.

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# La Recherche au profit de l'éducation ...ou l'inverse

Loïc Bernard

L'Université doit-elle favoriser la recherche ou l'enseignement? Voilà la question fondamentale à laquelle font face toutes les universités. McGill, en plein processus de restructuration, se voit projetée au cœur du débat.

L'université doit former un pont entre la simple transmission de connaissances et la recherche professionnelle, servant à pousser les frontières du savoir transmis. «L'enseignement et la recherche sont deux qualités intimement liées dans un cadre universitaire; c'est ce qui différencie une université d'un collège», explique M. Carman Miller, doyen de la Faculté des Arts. Seulement, il semble que le problème soit de trouver le juste équilibre entre les deux afin d'offrir le meilleur enseignement possible.

Les étudiants et étudiantes des universités ont certes la chance de travailler avec des gens qui créent la connaissance, ne se limitant pas seulement à celle établie par d'autres

personnes. Ainsi la recherche est très importante et devient un élément essentiel de la qualité de l'enseignement supérieur. En effet, «les meilleurs enseignants sont les meilleurs chercheurs» affirme M. Galaty, professeur au Département d'anthropologie, celui-ci confirmant la réciprocité qui relie ces deux activités.

Cependant, un déséquilibre s'opère lorsque l'on donne trop d'importance à l'un ou à l'autre, et il pourrait se produire une véritable séparation entre les deux. D'ailleurs, de nombreux étudiants et étudiantes du campus se plaignent du manque d'intérêt que certains de leurs professeurs leur portent. On accuse même souvent ces derniers, isolés dans leur recherche, de totalement négliger leur tâche professorale. «Certaines personnes voient la recherche comme un élément opposé à l'enseignement. Soit vous enseignez, soit vous faites de la recherche. C'est absurde. À l'université ces deux éléments en constituent en fait

un seul», poursuit M. Carman Miller.

Le corps professoral de McGill est donc bien divisé sur la question. «Ça fonctionne dans les deux sens et je ne vois aucun danger pour l'un ou l'autre. De plus, le contact que le professeur a avec ses élèves stimule ce dernier à vouloir briser les limites de la connaissance afin de donner aux étudiants les outils nécessaires à leur évolution intellectuelle», affirme le Docteur Bitter Tripp, doyenne associée aux études et recherches de second cycle de la Faculté de Médecine. Une interaction fondamentale se forme et c'est donc au désavantage du corps étudiant que de vouloir mettre l'emphase sur l'enseignement au détriment de la recherche. On envisage également d'augmenter la participation des étudiants et étudiantes dans la recherche. De plus, ceci obligerait les professeurs à trouver de nouvelles problématiques pour pousser ces élèves à aller plus loin.

«La notion que la recherche et l'enseignement sont complémentaire

est un véritable cliché», affirme un professeur du Département d'Économie. Selon lui, tout professeur se doit d'être à jour sur la matière qui le concerne. Pourtant, «il tend souvent à se spécialiser sur un sujet précis en faisant de la recherche, perdant ainsi contact avec le reste de la matière en général. Cette sur-spécialisation et ce désintérêt réduisent la qualité de l'enseignement, et du fait que les deux demandent un temps considérable, il se crée inévitablement un conflit», poursuit ce professeur. La recherche à elle seule est «nécessaire mais pas suffisante à l'enseignement et de dire que les deux se complètent est une excuse pour se concentrer plus sur la recherche».

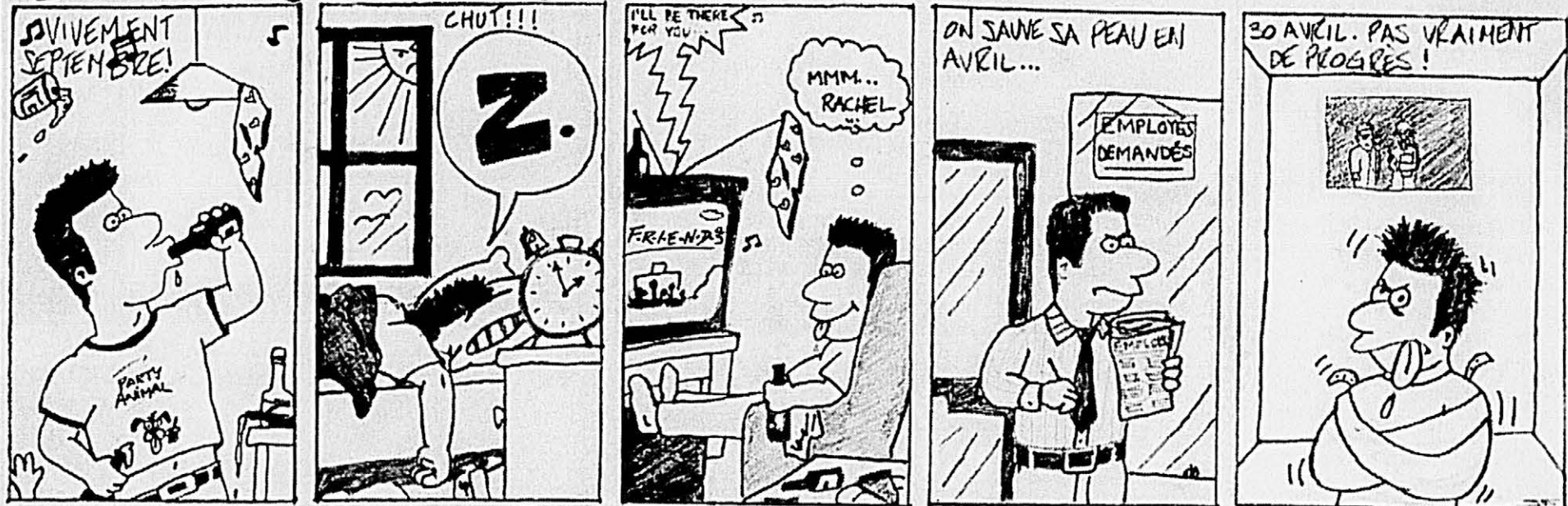
Dans sa fausse nécessité, la recherche prend-elle trop d'importance? La recherche est-elle vraiment nécessaire pour un meilleur enseignement? Ceci est d'autant plus pertinent pour les professeurs qui enseignent au premier

cycle, dont les étudiants et étudiantes n'effectuent pas de recherche mais découvrent plutôt les subtilités d'un domaine d'étude. Les cours de premier cycle ne demandent pas autant d'attention que ceux de deuxième cycle.

Ainsi, selon ce professeur d'économie, «trop peu de respect est donné au corps étudiant de premier cycle, pas assez d'attention à l'évolution intellectuelle de cette communauté étudiante». Les professeurs négligent l'idée de pousser les limites de la connaissance et le processus de découverte que l'on retrouve au deuxième cycle.

Peser l'importance de l'enseignement par rapport à la recherche est une question fondamentale quant à la qualité de l'enseignement universitaire. C'est un problème que l'on ne peut résoudre dans sa globalité. L'équilibre entre la recherche et l'enseignement varie selon les facultés et leurs divers départements.

## LA VIE SANS MCGILL PAR J.F.



## LA VIE AVEC MCGILL PAR PÉTÉ



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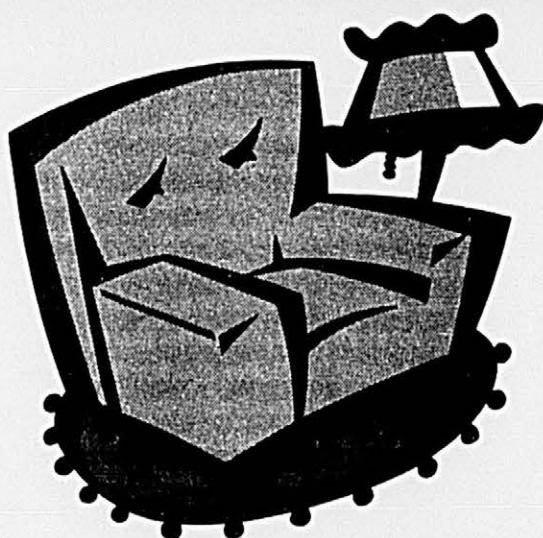
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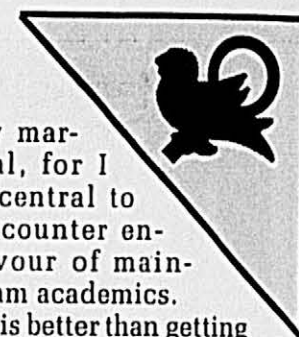
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record. They take the indefensible and turn it into the natural and the inevitable. They move out of the bounds of questioning such topics as the legal basis for the existence of the United States and Canada, or the connection between genocides in the domestic sphere and atrocities by the American imperial power abroad. The posing of these questions they define as "academically irresponsible" or maverick and dissident.

It is like what I said before about how the colonial power has managed the inversion of land title. What the academy has done is a similar inversion through

America. It seemed like the most noteworthy native figure from the history of the American colonies was Pocahontas...

[laughter]

How do you go about countering this orthodox view of native history?

In two ways: firstly, by attempting to portray the factual record. If Pocahontas was the most important figure to this prof, it wouldn't be too hard to challenge that with the factual history.

There are two levels here: the factual record on the one hand, and the hypothesis about history on the other.

One certain impartial detail can be interpreted in a

during the sixties, who complain that the efforts of other students and teachers to question their authority to discuss issues of race and power is an infringement of their freedom of speech and academic freedom?

It seems that the more divorced and removed that you are from the actual exercise of some sort of freedom, either social or academic, the more repressed and suppressed that your stories are, the more you desire the regulation of 'free' academic forms.

Look at it differently: the more the need to protect freedom is trumpeted, the higher up on a hierarchy that speaker is.

In Canada and the U.S., where you have an emphasis on the defense of freedom and democracy, there is still tremendous repression by subtle means — economic, political — that occurs.

The US likes to boast that it is the 'land of the free'. Yet it has the highest proportion of people incarcerated as anywhere on earth. Well, if living in a cage is freedom, then it must be the 'land of the free.'

And this extends abroad, to support the reinforcement of anti-democratic regimes. Anywhere in the world that a democratic regime has dared to raise its head, the U.S. has intervened to abolish it and install some sort of military junta.

This insistence on freedom is based on a desire to cover up the real power relations of the situation.

You wrote in one of your books that American imperial tactics were first perfected at home.

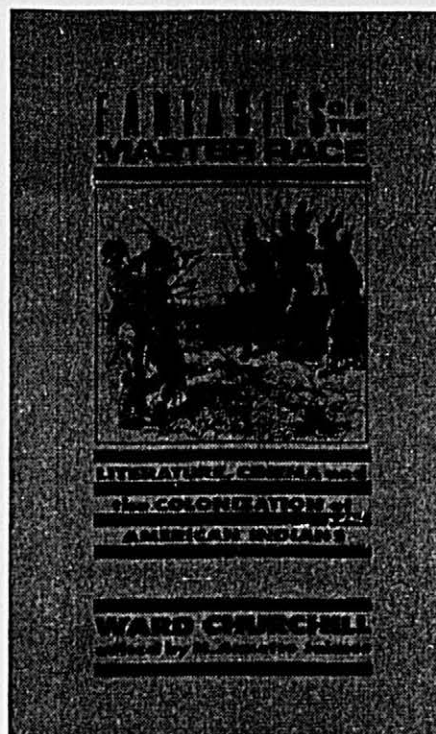
These tactics first operated in the sphere in what it now calls home, by gobbling up a large multiplicity of independent

nations and independent peoples in the process of settlement. It was doing similar things abroad, but what it was doing at home was staking a claim in the domestic capacity.

But this history has been written in a radically different way. Back to the role of the writing of history, to another example from this university.

A very eminent McGill prof (Bruce Trigger) is now co-editing the first Cambridge history of native peoples. Only one author in the collection is of native descent. When ques-

tioned about this, the professor admitted that it was "regrettable" but that he hoped that this volume would serve as a catalyst to help more native people move into the academy and write their own histories...



What is regrettable is that Bruce Trigger did not phone me up, or other native teachers, and ask them to submit articles to this volume.

There is no need to open the cover of this upcoming book. It's going to be another Euro-centric and colonial text - it might as well be written by Rudyard Kipling.

Meanwhile, myself and my native colleagues are publishing our own multi-volume aboriginal history of Europe. [laughter].

Trigger's book is another liberal academic venture, that masquerades as friendly to Indians. The problem is, they deform the historical record to serve the needs of power and the reconstitution of the academic status quo.

I am marginalised in regards to the academic status quo. My position is preferably marginal, for I am central to the counter endeavour of mainstream academics.

It is better than getting awards and fellowships and grants and being a slave to the academic orthodoxy. It is a small price to pay for being on the right side of these power dynamics.

You yourself write within this academic discourse. What is your position in this?

I am marginalised in regards to the academic status quo. My position is prefer-

ably marginal, for I am central to the counter endeavour of mainstream academics.

It is better than getting awards and fellowships and grants and being a slave to the academic orthodoxy. It is a small price to pay for being on the right side of these power dynamics.

A couple of days ago I was reading one of your books while listening to the song "Bury my heart at wounded knee." There is a lyric that talks about "standing between the reservation and the corporate bank." At Pine Ridge, with Leonard Peltier and the rest of AIM, you literally stood in this position. Do you maintain this position inside of academia?

One has an obligation to engage to the extent that it is possible to engage one's thought to prefer exemplary action in a more direct form. It has been framed by someone like Stokely Carmichael, that "one is obligated to speak the truth even if one can't practice it"

When Pine Ridge occurred and the counter-insurgency, I didn't play a major role. I was in my twenties, I am now coming on to my fifties.

I continue to do what I can. I was on trial a number of years ago for my actions during the celebration of Columbus Day in 1992, and I served some serious time for that one... then there was Big Mountain, and if things go down in the Western Shoshone, I'll be there, too.

My overall priority is to get this across to people, to affect consciousness in a number of different ways.

# academia

## quest of North America

the definition of the disciplinary ingredients of history.

Orthodoxy in history is the distortion of the historical record to conform to the demands of the political status quo. Revisionists are the ones who have attempted to correct this standing on the head of the historical record.

It's like the debate over political correctness. Those that demand semantic accuracy in the discussion of race or class are called 'politically correct' by the people who have the power to apply that definition.

The role of the academy and the academic orthodoxy has been to defend the political status-quo. When you are in the process of enforcing a propagandistic view of the world — and here I mean propagating a reality that conforms to the dictates of power and authority — you are in the process of winnowing the truth and the accuracy out of the historical record.

School boards, universities, libraries are overseeing the embodiment of this orthodoxy, the established order and the status quo.

Last year I took a first-year American history course, taught by a long-serving tenured member of the history faculty. Native history was, at most, marginal to the history of

number of different ways. The orthodox construction of the historical record serves to reconstruct the or-

*The role of the academy and the academic orthodoxy has been to defend the political status-quo.*

*When you are in the process of enforcing a propagandistic view of the world — and here I mean propagating a reality that conforms to the dictates of power and authority — you are in the process of winnowing the truth and the accuracy out of the historical record.*

thodox status quo. So, while you critique these theories, you must also make a presentation of an alternate reality.

Second, you must make a critique of the functioning of the orthodox interpretation, and the way that it serves power, rather than serving the truth of the historical record.

There is controversy roaring through faculty clubs and common rooms about academic freedom. It seems to be the brain-child of liberal profs who came of age



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# McGill still lags behind

## Coming Out for Queer Studies?

by Rob Sheldon

Working quietly in almost every major university in North America — from McGill to Berkeley to Yale — are people who believe Queer Studies should and will be the next major academic discipline to emerge since Women's Studies and African Studies.

Similar to those two disciplines, Queer Studies is growing from the roots. It begins with queer professors in different areas of study who teach a course or two with a queer slant. Eventually there are enough queer-content courses scattered throughout the curriculum to provide enough credits for an interdisciplinary minor or major programme.

While universities in Montréal, including McGill, have queer stirrings, the only schools to have an official Queer Studies programme exist below the border.

The University of California at Riverside has a minor programme pending for next fall. George Haggerty, co-chair of the committee which designed the programme, stated that the minor has so far gained the approval of four out of the five administrative committees "without a hitch".

He said that it was "almost sure to be approved" by the final committee. And, when asked if students supported the programme as strongly as the administration, Haggerty stated, "When we teach classes in lesbian and gay studies they are often the largest classes taught at the university."

Berkeley, also in the California university system, will launch its minor programme next year. The school boasts one of the most 'out' faculties in the US and this minor has been a long time coming for many of those faculty members.

Schools like Duke, Yale, Oberlin do not yet have minors but are active in building the groundwork. Yale has a research fund for gay and lesbian studies which brings in visiting professors every year to teach queer courses. The school also funds speakers who address queer-related topics.

### Queer Studies for a Queer City

But what of Montréal, a city famous for its gay culture? When asked why she thought

The McGill Daily

there was so much more activity in the US, Karin Cope, an openly lesbian English professor at McGill, stated that "Queer as an academic manifestation is a US phenomenon and it's not necessarily transportable."

However, from speaking with professors at other universities in Montréal, it seems that queer studies in Québec is moving forward in much the same way it has in the United States — but with a French twist, of course.

The University of Québec at Montréal (UQAM) offers two or three queer courses every year and has two research groups devoted to the analysis and furthering of queer studies. As well, the university publishes a queer magazine titled *Homosapiens*.

Jean Ernest Joos, an openly gay lecturer in English literature at UQAM, stated that "there is no [formal] programme for Queer Studies in French universities. It's a very different situation from what you see on the English side."

When asked why he thought it was different, Joos responded, "I think it's a question of tradition, but... that's starting to change."

The University of Montréal, another French university is also actively working towards convincing the administration of the importance of a Queer Studies programme. The university has, like UQAM, a research group devoted to Queer Studies.

Robert Martin, the openly gay chair of the English department, said that he and some other professors work to integrate aspects of queer studies into their course material.

When asked if he had encountered any prejudice at the university, Martin responded, "I haven't encountered any homophobia. The fact that they hired me away from Concordia showed that they were willing to make a major appointment of an openly gay man."

Martin considers UQAM, in terms of Queer Studies, to be currently the most active university in Montréal. However, he does not see its efforts having a far-reaching effect on the city's other schools.

"They've done very little in terms of reaching out to the other universities. UQAM, of

*A little known fact is that Judith Butler, a famous feminist/queer theorist and philosopher (now one of Berkeley's star professors) was offered a position by McGill in 1983. Only she never got a chance to teach here.*

course, is very nationalist, so that's caused them to be less involved with the other universities," he commented.

**McGill: A Prejudicial Past**  
With regard to McGill, Martin commented, "I think they're finally beginning to be slightly open. Over the years as I've been publishing [Queer Studies material]... I have never gotten any positive response from McGill, and in fact I felt hostility. There was enormous resistance. But things have changed a bit in the last couple of years."

While McGill has done more to promote the acceptance and study of queers of late, apparently it has much to live down. Beneath most of McGill's liberal policies regarding queers is a painful and prejudicial history.

For instance, McGill's progressive policy of same-sex benefits is so little-known because it was the result of a law-suit the university lost.

The unofficial story is that approximately five years ago two faculty members were found out to be gay and were promptly fired. They sued and won. The settlement stipu-

*"I think [McGill is] finally beginning to be slightly open. Over the years as I've been publishing [Queer Studies material]... I have never gotten any positive response from McGill, and in fact I felt hostility. But things have changed a bit in the last couple of years."*

— Robert Martin, English prof at University of Montréal

lated that the men be offered their jobs back (which they declined) and that McGill offer same-sex benefits.

The appointment of Cope to the English department was precedent-setting not simply because she was a lesbian, but because lesbians before her, it seems, have been turned away from McGill. Another little-known fact is that Judith Butler, a famous feminist/queer theorist and philosopher (now one of Berkeley's star professors) was offered a position by McGill in 1983. Only she never got a chance to teach here.

Allegedly, an individual in the United States placed a "poisoned" letter in her job application package, for reasons unknown. This letter apparently derided her in various ways, but also made known the fact that she was a lesbian.

A professor in the Philosophy Department, presumably on the appointment committee, got a hold of this letter and threatened to contact immigration. Immigration Canada, at the time, would bar homosexuals and other "deviants" from entering Canada.

The professor did not have to go that far. McGill was alerted of her sexual orientation and the Philosophy Department promptly withdrew their offer.

When contacted at Berkeley to comment on the alleged events, Butler stated, "That's so far behind me, I don't even think I remember. I think most of the people who were responsible are dead anyway."

### Hope for a progressive future

But more than a decade later, has anything changed? When asked if she thought McGill was a generally liberal univer-

sity, Cope stated, "In some respects, [but] it was surprising for me arriving from the US where in literature departments to be lesbian or gay was to be the hippest, coolest kid on the block. People were trying to be queer."

She continued, "Of course, I'm exaggerating, but no such thing exists here at all. Nor do

I think it is likely to."

Indeed, despite progress, it is still the norm for faculty members to closet themselves at McGill. One gay professor refused to comment for this article, stating simply, "I'm coming up for tenure next year."

But McGill is making slow progress. Mitchell Morris, an openly gay professor in the Music Department, described McGill as "terrifically supportive" of his work on gender theory in musicology.

As a sign of McGill's more accepting stance, Robert Martin cited the talk he gave last semester at McGill which, he said, "got a huge turn-out and was co-sponsored by the English Department." Martin has been invited back to speak at McGill on April 12.

The very presence of faculty members like Cope and Morris is a sign that McGill is changing, as is the group of graduate students who meet weekly to discuss queer theory and gender issues.

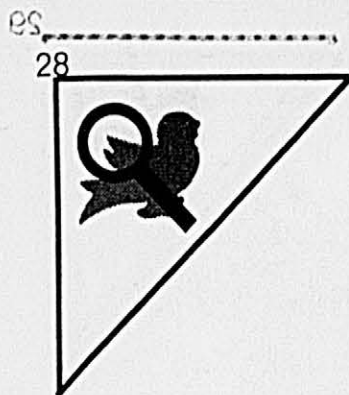
Also significant is McGill's first queer literary publication, titled *Flux Magazine*, which is due out next March to compete with *The Scrivener* and *The Pillar*.

With budget cuts affecting universities across Canada, it seems unlikely that McGill will be able to open up a new department anytime soon. However, there may be room for more interdisciplinary Queer Studies courses in departments like Cultural Studies, where faculty members are leaving and accordingly some positions will have to be refilled.

By propagating Queer Studies in different departments, by hiring queer professors and by supporting student initiatives such as the graduate student queer theory meetings and *Flux Magazine*, McGill can begin to put the past behind it and enter the future with the progressive curriculum it will need to battle.

Robert K. Martin will be the keynote speaker for the Body Gender Identity lecture series. He will be speaking on Friday, April 12 at 14h in Arts 160. The topic will be "The Politics of Identity: Re-reading Walt Whitman." For more information, call 398-3650.





# A carrot or a stick?

## Early Retirement Incentives Leave Many Questions Unanswered

by Jacquie Jordan

Efforts to reduce costs will change the face of McGill's workforce by next September, and many believe the changes will be for the worse.

In response to Québec's latest cuts to the University's operating grant, Principal Shapiro has introduced another round of belt-tightening measures. This time they are taking the form of an early retirement package.

Shapiro's Special Voluntary Workforce Reduction Plan was designed to address structural deficits in McGill's operating budget, in addition to preparing for further provincial grant cuts.

He also suggested that such a plan may allow greater opportunities for young academics, and urged all those considering retirement to take advantage of the offer.

The new retirement plan is offering academics who apply before May 15 the added bonus of six months extra pay at their current salary.

Until now, McGill's early retirement package was limited solely to academic staff over age 55, and provided either five per cent of their current salary, or 75 per cent of the total salary that would have been earned before age 65 - whatever cost less.

Now, administrative or support staff who have been employed for over 36 months are also being targeted with incentive packages. If they apply before May 15, non-academics over age 55 can benefit from a bonus of nine, six, or three months of salary, depending on their age bracket.

The plan was formulated after a series of consultations with a variety of deans, directors and staff associations.

However, the administration neglected to consult The McGill University Non-Academic Certified Association (MUNACA).

"It has been presented to us as a take it or leave it proposition and we regret this," said MUNACA President Allan Youster.

Though MUNACA supports three of the four incentives offered to support staff, it does not support the permanent workload reduction plan.

With VP Administration and Finance Phyllis Heap's estimation that for every five

retirees there will only be one replacement, many others are also wondering who is going to do all of the work, and at what price.

PGSS President-Elect Linda Carlson maintained that the University will most likely not fill the vacant posts.

"It's being done for economic considerations, not academic ones," she stated.

She also pointed out that such neglect will be damaging to the quality of academic staff. "The big danger is the depletion of departments, with smaller ones like Religious Studies suffering irreparably."

McGill University Non-Academic Staff Associations (MUNASA) President Trevor Garland also sensed complica-

tions with such a rapid staff cutting measure. He suggested that the success of this deal will depend upon the effectiveness of the administration.

"The good management will know how to organise itself to get things done - the poor management will expect the ridiculous and then complain when they don't get it," commented Garland.

Other alternatives for academics include a reduced workload option that will eventually lead to early retirement. Starting July 1, interested professors will decrease their workload and salary by fifty per cent, and must be fully retired by May 31, 1999.

Also, retiring faculty may take advantage of many non-fi-

nancial incentives. These include being awarded the title of Senior Professor, as well as retaining health insurance, library access and education assistance for life.

Retirees will also be eligible to teach certain courses on a contractual basis for a fixed term.

Finally, both academics and non-academics of any age may choose to permanently reduce their workload. Under this op-

tion, staff will receive full salary and benefits during their first year of participation.

Heap's was unable to predict staff response to the early retirement package. "We will only know for sure whether the reaction is truly positive when the window opens on April 15," she said.

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# The first to go

## Budget cuts hit artistic programmes at McGill harder, faster

by Kathleen Frederickson

The archetypal figure of the starving artist takes on a new face as McGill's programmes in the creative arts meet the plague of educational budget cutting. "We will certainly have to make choices," announced Principal Bernard Shapiro yet again, this time to the Faculty of Music.

These "choices," though, tend to hit artistic programmes faster and harder than their more traditional academic counterparts. Indeed, The Faculty of Music is comparatively fortunate in that its international reputation assures it a relatively high portion of the University budget. The Drama and Theatre programme isn't so lucky, while programmes in Creative Writing and Visual Arts are virtually non-existent.

### Music on its own?

Even given its comparative largess, Music's operating funds also face the ubiquitous omen of budget slashing. The Faculty has been asked to cut \$350 000 from its operating budget next year. Moreover, Music students already pay an extra fee to support the operation of the Marvin Duchow Music Library.

Shapiro's address to the Faculty on April 2 was thus met with a significant amount of resentment.

"In 1990, the students voted to assess themselves a fee to subsidise library operations. In 1992, Music was one of the first faculties to join Class Action, yet we still suffer from poor facilities and curtailed library hours," commented Trevor Tremain, Liaison and Publications Coordinator for the faculty.

Of current importance to Music students and staff is a proposed addition to the Music building. The faculty has already secured half the funding for the building from the private sector. Another quarter is expected from the provincial government.

Many involved with the Faculty of Music, however, feel that university administration is not lending its full weight to the project.

"Security is laughable in this building," asserted Tremain, in response to Shapiro's speech.

"I say to you, Mr. Shapiro," he continued, "that undergrads cannot wait for a new building, and they cannot stand cuts in their education. Musicians expect a life

of poverty, but they also expect to be treated fairly."

### Pretty well no Drama

These concerns, however, pale in comparison to the cuts that face the Drama and Theatre Programme. Obviously, as the programme functions as a strand of the Department of English and not as an entire faculty, Drama and Theatre yields considerably less po-

sponds Selby to the charges regarding the high cost of classes like acting, directing and set design. "They should just cut the programme if they're going to cut the way they are."

For Selby, practical courses are necessary to an education in the theatre. "I feel very sorry for the people entering the programme in the years to come because they're going to

last six years.

As a result, a large number of students opt to take the Creative Writing class offered at Concordia. However, the Concordia programme too may soon become victim to budget cutting.

Professor Ronald Reichertz, who used to teach McGill's classes in poetry and fiction writing, noted that many of the students in these courses developed into published writers.

While Reichertz acknowledged that many of these students arrived with natural talent, he added that the course provided a knowledge of the forms and techniques that permit writers to express themselves artistically.

Reichertz is not the only member of the department troubled by the absence of Creative Writing classes. In response to the lack of such classes, Professor Brian Trehearne initiated an extra-curricular poetry workshop in order to offer students a chance to develop their poetic skills.

"I'm hoping that the workshop will make it clear that such courses are needed to satisfy student interest and genuine ability," he said.

The problem, again, lies in finding funding in the midst of shrinking budgets. While funding cuts are certainly felt in every facet of the university, programmes with a more creative focus seem to have been, on average, harder hit.

It could, of course, be argued that students entering McGill should not expect such a focus, given that McGill is not, with the notable exception of the Faculty of Music, known for a good grounding in the creative arts.

It is, however, interesting that Principal Shapiro, in his speech to the Faculty of Music, should describe McGill as a "research-intensive, relatively comprehensive university."

This particular definition of the word "comprehensive" seems sadly reflective of the "ascendancy of science" that Shapiro himself says he does not wish to support at the expense of other programmes.

Even sadder, however, is that, given this "ascendancy," the university remains one of a decreasing number of institutions theoretically committed to supporting such programmes. Indeed, McGill seems to prefer mirroring life, rather than allowing art the opportunity to do so.



AT LEAST MUSIC STUDENTS HAVE THE ALLEY...

litical and financial power than does Music.

Consequently, the programme bears more of the brunt of the current financial crunch.

"We've lost almost all of our sessional budget," reflected drama professor Myrna Selkirk. According to Selkirk, this budget funds all part-time, "sessional" staff. The absence of these staff members consequently reduces the number of courses that the programme is able to offer.

"We're able to offer way fewer practical courses," said Selkirk, adding that full-time professors approaching retirement are not expected to be replaced.

Shawn Selby, a third year Drama and Theatre student, recalls a meeting last year when Drama and Theatre students were instructed to select two courses to be cut from their programme.

"We, in good faith, paying our tuition, expected these courses to be offered," said Selby.

The high number of limited enrolment classes make the programme especially vulnerable to course cutting. Small classes run at a significantly higher operating cost and thus consume a greater portion of the university budget.

"You can't teach a practical course to 50 people," re-

get the shock of their lives," she said. "They're not going to be able to bring the theoretical into a practical realm."

Selby, as next year's executive director of Tuesday Night Café Theatre (TNC), is grateful that the English Department has managed to maintain funding for the small-scale theatre company.

"They could have so easily dissolved TNC with the budget cuts," she reflected, adding that TNC is integral to the programme in that "it means that people who do have initiative can do practical work in the theatre

### Disappearing before our eyes

Where Drama and Theatre has managed to survive despite its ailing funding, programmes in both Visual Arts and Creative Writing have not. The only vestiges of the long-lost Fine Arts programme are a few classes offered through the Faculty of Education.

Moreover, it is highly unlikely that the programme will ever be resurrected, especially given the strength of the Visual Arts programme at Concordia.

For Creative Writing classes, there may be more hope, but not much. The Department of English used to offer three full-year creative writing courses, all of which have disappeared within the



McGill:

1966 - 1996

Compiled by Zack Taylor  
with McGill Daily files

1966 -150 McGill students join protest against Americans in Viet Nam. Nearly as many counter protest, holding placards reading "Better dead than Red."

-The Daily prints an article on Engineering Prof. Raymond Young's Viet Nam-related research. Students' Council fires Editor-in Chief Sandy Gage, causing the Daily staff to resign. In reaction, the Arts and Science Undergraduate Society founds the 'Free Press' and a group of students form 'Students for a Democratic University' (SDU) to counter repressive student and university governments.

1967 -Union générale des étudiants du Québec (UGEQ) demonstrates for the government to take a stand on education policy.

-McGill students vote to join UGEQ.

-Students and faculty form the Association to End the War in Viet Nam.

1968 -Under SDU pressure, the Board of Governors (BOG) approves recommendations to put eight students on Senate and to open Senate and Board meetings. Students call this 'token'.

-The Poli Sci Association (PSA) demands the university be explicitly critical of the political status quo and democratise student involvement. Sociology, English and History follows suit.

-10 000 students march for education reform.

-PSA strikes.150 students begin a 10-day occupation of Leacock, fourth floor, proposing departmental reform and alternative learning methods.

1969 -150 plus McGill students request BOG abolish the Faculty of Management and governors associated with Noranda be thrown off the board.

-200 Black students occupy a Sir George Williams University (now part of Concordia) computer office to protest the 'Anderson Affair' hearings regarding students' charges of racism against a professor.

-The Radical Students' Alliance demands that Senate approve an elected principal, replace the Faculty of Management with the Faculty of Labour, and make libraries public 24-hours.

-McGill's principal moves to fire political science lecturer and campus agitator Stan Gray for "willfully impeding the business of the university."

-10 000 demonstrators of Opération McGill march shouting "McGill français" and "McGill aux Québécois".

-McGill students join demo to block the American border, protesting underground nuclear testing at Amchitka in the Aleutians.

1970 -Saying, "We're being fucked around left, right and centre at McGill," students form the Black Students' Association.

-Poli Sci prof. John Shingler and students form the Committee for the Liberation of South Africa, the precursor to the Southern Africa Committee.

-3 000 attend an FLQ support rally at Paul Sauvé arena. McGill Faculty Union declares support and UQAM suspends classes.

-Demonstrations against the War Measures Act and illegitimate internments continue for months.

1971 -McGill, U de M, UQAM students and faculty march to U.S.

CONTINUED ON PAGE 31

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# Who owns McGill?

## Meeting some of those who manage McGill's finances.

by Zachary Schwartz

Just before McGill's undergraduates voted in favour of the creation of a financial ethics committee, McGill's administration dissolved its own financial advisory committee. Since last year, McGill's primary financial decision-making body, the Board of Governors, has been without such a committee to direct socially responsible investment.

The committee had been created in the mid-80s in response to pressure from over 4 000 students and faculty members questioning McGill's investments in South Africa.

But with the elimination of the advisory committee, the onus to ensure that the University's investments are socially responsible rests entirely on the shoulders of the Board of Governors. Although the Board of Governors includes academic staff representatives, influential members from the business community occupy a significant number of positions as members at large. Consequently, corporate interests hold a significant presence on the Board.

### Meet the BoG

With members ranging from

self-described community activist Sheila Kussner to past Chief Justice of Québec Superior Court Alan B. Gold, almost half of the 50-odd members of McGill's Board of Governors are listed in the Canadian Who's Who.

Inc. CFCF Inc. owns CF Cable, and television stations CFCF 12 and Television Quatre Saisons. Pouliot is also the director of the CTV television network.

The communications connection at McGill extends to

dent and CEO of CP Rail, and Tulio Cedraschi, president and CEO of CN Investment Division.

Canada's banks and trust companies are also well represented on the Board. Apart from Lynton Wilson, who served as vice-chairperson of the Bank of Nova Scotia in 1989-90, the Board also includes John Edward Cleghorn, the president and CEO of the Royal Bank of Canada. Another member of the corporate community on the Board is Harriet Stairs, vice-president of human resources for the Bank of Montréal.

In addition, Cleghorn is the chairperson of the Royal Trust Group of Companies and is involved with McDonald's Restaurants of Canada. Board Member Herbert Sibling became an executive partner in Ernst & Young, the firm with which Cleghorn was associated in 1962-64.

Emeritus Governor Brenda Norris also sits on the board of the Montreal Trust Company. Montreal Trust is controlled by the Power Corp of Canada, one of the companies in which McGill owns stock.

Board Member Purdy Crawford is the chairperson of Canada Trust Financial Services and is associated with Canada TrustCo Mortgage Company. Crawford doubles as chairperson and CEO of Imasco, and is involved with Dominion Textile and Inco Ltd.

As of August, McGill has held shares in Inco, which was recently involved in a bidding war against Falconbridge Ltd over ownership of Diamond Fields' property in Voisey Bay, one of the newly discovered and largest and nickel deposits in the world. This is despite the fact that the nickel deposit is located on Innu land. McGill is also associated with Falconbridge through board member David Wylie Kerr, the president and CEO of Noranda Inc.

The student voice on the Board of Governors is limited to two elected voting members — one graduate and one undergraduate. The undergraduate Students' Society president also sits on the Board, but has no voting rights.

Sources include the 1995 Canadian Who's Who, and files from Jacqueline Reis.

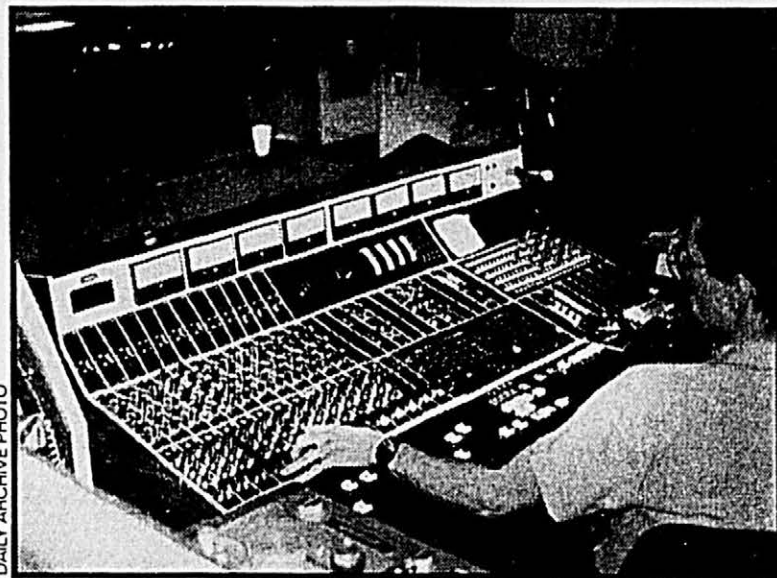
### WHO'S RUNNING THE SHOW AT BOG

The majority of these are executives linking McGill to corporate interests in Montréal and Canada.

McGill's media connection, for example, is Adrien Pouliot, one of the Board's most recent members. Pouliot is the president and chief executive officer (CEO) of CFCF

Board member Lynton Ronald Wilson — the chairperson, president and CEO of Bell Canada. Wilson is also involved with the Chrysler Corporation, Chrysler Canada and JP Morgan & Co.

The Board of Governor's national connection includes Robert James Ritchie, presi-



DAILY ARCHIVE PHOTO

## brief

### McGill pushes for fee deregulation

If Principal Bernard Shapiro gets his way, tuition fees will go up - way up. And it looks like McGill's governing bodies - including some of our student representatives - are behind him all the way.

Last week, McGill's Senate, including three Students' Society representatives, voted overwhelmingly against opposing tuition fee deregulation. Only one representative voted in favour of taking a stand against fee deregulation.

The motion was forwarded by Linda Carlson and George Lozano - both graduate student representatives to Senate — in response to Shapiro's recent lobbying of the Québec government's decision to let McGill raise its tuition fees.

In his report to Québec's National Assembly this February, Shapiro stressed the importance of both a rise in and a deregulation of tuition fees.

Currently, tuition fee levels in Québec are kept low by the government. "The university community is lobbying the government to deregulate fees," explained Carlson to Senate. "We want Senate to take a stand on deregulation."

Some professors and administrators supported the motion, explaining that "students are getting worried about fee levels." But the majority of Senate would not support the motion.

"I'm opposed to privatisation," said one senator, explaining that McGill should regulate its own fees. "I'm against this motion because we as a university must decide things ourselves."

"This motion presupposes that deregulation means an increase in fees," said another senator, advocating that McGill has every reason to push for fee deregulation.

But according to Carlson, fee levels should be set by the government, not by the whims of the universities.

"Better to have the government in control than individual universities," she explained.

Student representatives hold just under 20 per cent of the over 100 seats on McGill's Senate, which is the largest decision-making body at McGill.

Six undergraduate and three graduate student representatives were present at last week's Senate. Helena Myers, the president of Students' Society, and the Medicine and Management representatives all voted against the motion. All three graduate representatives and the Music representative voted in favour of taking a stand against fee deregulation.

— Zachary Schwartz

McGill:

1966 - 1996

sulate to protest the extension of the Viet Nam war in Cambodia.

-Students join 15 000 to protest employee lock-outs at La Presse. CEGEP student Michèle Gauthier is killed and hundreds are injured.

1972 -Students form Gay McGill and succeed in getting funding from Students' Society, provoking criticism on campus.

-The Daily publishes its first Gay and Lesbian Supplement; several staff members resign.

1973 -After an occupation of Leacock for ten days, Students' Society grants funding to a Day Care co-op in March.

-260 McGill maintenance workers hold a four-day strike. McGill Faculty Union and 25 00 students and staff lend support.

1975 -Sociology Prof. Marlene Dixon resigns, citing "de facto dictatorship of the reactionary senior faculty."

-The Women's Union, defunct since 1968, is revived.

1976 -McGill women form a committee to establish a degree programme in Women's Studies.

-Women's Union gets office space in the Union Building.

-Arts TAs launch 5-week work slow-down escalating into a strike to pressure Dean Vogel for higher salaries. TAs later accept a compromise increase.

1978 -The Students' Society of McGill University (SSMU) is formed.

-Students demonstrate against SSMU involvement with the Royal Bank, claiming the bank supports the governments of Chile and South Africa.

-200 Iranian students protest police brutality in arrests for deportation of 23 McGill and Concordia students.

1981 -McGill students vote to grant the Daily full autonomy from SSMU.

1982 -Law Students' Society votes to divest funds from the Bank of Montréal linked with South Africa.

-800 McGill students petition to prevent Canadian Armed Forces conducting job interviews on campus.

1983 -Campus-wide referendum declares SSMU against Cruise missile testing, in favour of nuclear freeze, University divestment of South Africa.

1984 -Students demonstrate after the Daily publishes information about fuel-air explosive research conducted by engineering profs, Knystautas and Lee.

1985 -McGill cafeterias stop buying food from South Africa.

-On International day of student protest against South Africa, 40 students occupy Alcan offices for several hours. 23 are arrested, detained and charged with illegal occupation.

-BOG votes to divest McGill's funds, affecting \$45 million worth of holdings, excluding \$400 million still invested in the Bank of Montréal, which continues to lend money to South African businesses.

1986 -50 McGill students make silent tour of campus expressing concern over the Western media's silence on struggles and atrocities in Kurdistan, Guatemala, Namibia and East Timor.

-McGill students vote to impeach entire editorial board of the Daily

CONTINUED ON PAGE 33  
The University



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## Quebec Public Interest Research Group McGill inc.

### Statement of Revenue and Expenses and Surplus Year ended August 31, 1995

	1995	1994
<b>Revenue</b>		
Students' fees	119 310	119 343
Other (grants)	9 032	8 021
	<u>128 342</u>	<u>127 364</u>
<b>Expenses</b>		
Salaries & benefits	61 344	68 142
Project costs	28 704	31 380
Rent	11 520	-
Telephone	5 334	3 578
General office expenses	3 930	5 086
Retreats & meetings	2 823	2 141
Discretionary fund	2 580	7 900
Publicity	2 486	3 281
Election	2 000	992
Amortization	1 920	1 310
Bookkeeping & audit fee	1 500	2 748
Moving costs	1 007	-
Insurance	848	775
Interest & bank charges	359	347
Membership fees	-	25
Miscellaneous	67	-
	<u>126 422</u>	<u>127 705</u>
<b>Excess of Revenue over expenses</b>	1 920	(341)
<b>Surplus, beginning of year</b>	<u>20 735</u>	<u>21 076</u>
<b>Surplus, end of year</b>	<u>22 655</u>	<u>20 735</u>

Denis Larouche, CA



McGill Accounting Department  
Student Accounts Office

## IMPORTANT CHANGES IN FEE PAYMENT PROCEDURES

Some changes are being made in fee payment procedures which we sincerely hope will result in better service to McGill students, by reducing the wait in line-ups for example, and ultimately helping us in meeting budget reductions. We will now have more time to serve you and to assist you by answering all of your questions regarding your fee account, whether by phone, e-mail, or in person. Please read on for more information.

- The Student Accounts Office will no longer be accepting fee payments as of June 1st, 1996. How will you pay your fees? You simply go to any chartered bank and make your payment by using the remittance slip attached to your fee statement. This can be done either in person, or through automated banking machines. All cheque payments may be mailed to the address indicated on the return envelope included in our statement mailings, and remittance slips must be enclosed to ensure that your account is properly identified. Again, let us state that our doors will be open to you, room 301 James Administration building, if you would like to discuss your fee account.
- Starting June 1st, 1996 the Student Accounts Office will only be sending statements four times per year; in the first week of June, October, December and February. You are responsible for verifying either MARS or OASIS for your current account balance and for paying any outstanding balances by the end of each month to avoid interest charges. Balances can include things such as courses added during the add/drop period, as well as miscellaneous account charges such as graduation fees or residence long distance charges. The statements sent will each have two fee remittance slips attached. If you do not use both remittance slips, please retain the extras as you may need them for making future payments. You simply fill in the amount you are paying and remit the slip with payment either at the bank, an ABM, or through the mail.
- The Fee Information Booklet will no longer be distributed to returning students. The text of the booklet is available on Info McGill and crucial fee policies are stated in the calendars of the University. Please consult them for detailed information.
- ADVANCE NOTICE - The Fall term payment deadline for the 1996/1997 academic year is AUGUST 19th, 1996. EVEN IF YOU DO NOT RECEIVE A MINIMUM PAYMENT STATEMENT (i.e due to an incorrect mailing address on file\*) YOU ARE RESPONSIBLE FOR PAYING YOUR FEES BY THE DEADLINE. A LATE PAYMENT FINE WILL BE APPLIED TO YOUR ACCOUNT IF THE DEADLINE IS NOT MET. In addition, we can not be responsible for the postal service, therefore please mail your payments well in advance of the deadline and postdate them for no later than August 19th, 1996 if necessary.

Should you have any questions regarding the above, or about your fee account, please do come to see us in room 301, James Administration building. We would be more than happy to help.

Our e-mail address is studacc@acct.mcgill.ca. \*Please remember to update your mailing address using an OASIS terminal if you will be moving this summer as we do not forward returned mail to the home address.



# Breaking tradition

## Women's Studies at McGill awaits approval for a Major

by Sonia Verma

For Professor Peta Tancred, director of the McGill Centre for Research and Teaching on Women (MCRTW), a much anticipated Women's Studies major at McGill is better late than never.

"No first class university can afford to go without a women's studies major and McGill has lagged behind," she said.

But Tancred has reason to believe that despite a lengthy delay, a Women's Studies major at McGill may finally become a reality.

As the former chair of the Women's Studies Advisory Committee (WASC), Tancred submitted a proposal for a

women's studies major in October, 1991. Nearly 5 years later, after a series of revisals, bureaucratic hurdles and a lengthy inspection at the provincial level, Tancred is expecting the Ministry of Education's final decision at any moment.

According to the proposal, the interdisciplinary programme would enable students to become "acquainted with the major national and international work about women and...the current debates concerning feminism and women's status in society."

Given the fact that Women's Studies is currently the most popular minor at McGill,

the advisory committee anticipates an accumulated enrollment of 60 students over the course of three years.

Many students, however, are frustrated with what is perceived as the sluggish response of McGill in recognising a Women's Studies major as an essential component of the university's curriculum.

"McGill's course catalogue is absolutely archaic," complains Leanne McCarthy, who is hoping to enroll in the proposed major. "As it stands, the curriculum is in many ways exclusionary and very traditional," she says.

However, Dr. Maureen Baker, who assumed the position of WASC chair in 1994, is quick to point out that "McGill has been very supportive of the proposed major and the administration was very positive."

Baker comments that although the proposal was readily endorsed by the university, it was stalled at the provincial level in "an astounding amount of bureaucracy."

According to Baker, the original proposal had to be resubmitted several times in order to meet the stringent criteria of the Québec Ministry of Education. Among the changes was an increase in the number of compulsory credits required of students pursuing the major and a more detailed justification for the programme.

"In most other provinces an undergraduate programme doesn't need to be approved by the province.... We had to undergo the careful and lengthy scrutiny of the Québec government," Baker explains.

The advisory committee is optimistic, however, hoping for the province's stamp of approval in time to initiate the programme for September.

But several concerns remain for both students and professors over the viability of the proposed major in the face of the budgetary cutbacks outlined in Principal Shapiro's plan, *Towards A New McGill*.

Tancred argues that "financial cutbacks could pose a threat to any programme, but some programmes are more vulnerable than others." She is concerned that the belief still persists that "Women's Studies is dispensable."

One indication of this belief may be that Women's Studies, even if approved as a major, will continue to be relegated to non-departmental status. This could translate into a lack of resources and limited autonomy over the courses which comprise the major, which will remain under the control of other departments.

Consequently, Baker explains, "if the political science or philosophy department decides not to offer a Women's Studies course, the only thing I can do is lobby them."

But Christine McGhee, a student, says the underlying reasons why McGill has taken so long to submit the proposal to begin with, remain unclear. "Even if the major is approved, that doesn't address the reasons why a Women's Studies major hasn't been a priority for this university in the past."

Part of the problem, explains Baker, is the conspicuous lack of women's representation in upper academic and administrative positions at McGill. "In order to have a women's studies programme, you need a group of women professors to push for it and the percentage of women professors at McGill in higher positions has always been low."

She points to a consistent under-representation across the country where the percentage of women professors has risen only slightly from 14 per cent to 17 per cent over the past 20 years.

However, professor Lucienne Kroha, MCRTW Board Chair, argues that attaining equal representation is "a process which takes time." Kroha adds that "McGill is a conservative university with entrenched traditions and a lot of baggage from the past."

The proposed Women's Studies major, if approved, would provide students with an overdue opportunity to challenge and evaluate that tradition, drawing upon what Tancred characterises as "a wealth of literature which isn't currently incorporated into traditional disciplines of study."

McGhee, who is anxiously awaiting the programme's approval comments, "Feminism has a tradition of its own."

McGill:

1966 - 1996

through a referendum.  
-McGill students protest over uranium mining on Native lands in Canada and against Namibian uranium shipments through the port of Montréal.

1987 - Over 200 members of zero tuition advocate L'Association nationale des étudiants du Québec (ANEQ) occupy the Youth Secretariat offices due to breakdowns in loans and bursaries negotiations with the Québec government.

-Poli Sci students petition for feminist course content.

1988 - Students and others protest Montréal's passage of Olympic torch, citing sponsor Shell Oil's genocidal treatment of the Lubicon First Nation in Alberta.

-Campus referendum approves a McGill branch of the Québec Public Interest Research Group

-PGSS representatives boycott Students' Council meetings to pressure for autonomy from SSMU

-A McGill student is allegedly gang-raped at the Zeta Psi fraternity. The McGill Coalition Against Sexual Assault is formed.

-The Coalition Against Apartheid organises demonstration demanding divestment of Shell and Québec Iron and Titanium (QIT) from South Africa.

1989 - McGill joins a meeting to discuss founding the Fédération des étudiants du Québec (FEQ, later FEEQ, then FEUQ) as an alternative to ANEQ (formerly ANEQ)

-In the wake of September's alleged gang-rape controversy the Judicial Board declares frats unconstitutional on the basis of gender discrimination. The Inter-Fraternity Council loses its Council seat, its Union Building office and about \$700 in funding.

-McGill joins precursor to the RNME (Régrouperment Nationale du Mouvement Étudiant-e), a province-wide coalition of university associations opposing the tuition fee hikes.

-Black students at McGill and Concordia form a political group called AKAX.

1990 - McGill votes not to strike against tuition increases in a general assembly, while 7 000 students march from McGill to the Montréal Stock Exchange to protest the lifting of Québec's historic tuition freeze.

-BOG secretly passes Principal Johnston's motion to double tuition after their meeting is disrupted by Coalition Against the Privatisation of Education (CAPE).

-CAPE petitions for a second general assembly, which votes in favour of joining a province-wide strike if a majority of universities and CEGEPs endorse it.

-500 students enter the Montréal Stock Exchange to protest the marriage of Big Business and education; 188 are arrested and later face criminal charges

-Unwilling to endorse zero tuition, SSMU joins members of FEEQ in walking out of RNME talks. PGSS splits with SSMU's plan to join FEEQ.

-McGill joins FEEQ by a margin of 84 votes in a campus referendum.

-McGill VP Finance John Armour's Financial Report to Senate reveals that McGill carries a \$78 million accumulated deficit, the largest one in the history of the world.

-SSMU VP External Alex Usher: "the effort required to make it [a tuition hike protest] work is too great to be contemplated as an option for this academic year."

CONTINUED ON PAGE 35  
The University

### Women's Representation in Canadian Universities

#### Does McGill Measure Up?

Full-time University staff by Rank and Gender (1994)

#### Canada

	Male	Female
Full Professor	9 987	1 155
Associate Professor	7 052	2 266
Assistant Professor	3 442	2 279
Lecturer	353	394
Next Rank	151	211
Other	62	43
Total	21 047 (76.8%)	6 348 (23.2%)

Source: Statistics Canada, post-secondary education section. Unpublished data.

Full-time University staff by Rank and Gender (December 1993)

#### McGill

	Male	Female
Full Professor	512	53
Associate Professor	457	141
Assistant Professor	232	105
Lecturer	N/A	N/A
Next Rank	N/A	N/A
Other	N/A	N/A
Total	1 201 (80.1%)	299 (19.9%)

Source: School Schmool, September 1994.



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Thursday, April 11, 1996

Final Issue

The McGill Daily

34



**PRESENTS**



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McGILL DAILY



## You go to classes, we'll make the policies.

Administrators at the University of New Mexico have made it clear that they prefer students who shut up and go to class over those who take a broader interest in policies affecting their education.

Students feel differently. On March 6 a coalition of six student groups sponsored a Town Hall Meeting to discuss tuition and its impact on low-income households in the university community. Tuition fees have been increasing yearly for 10 years.

University president Richard Peck refused to attend the meeting, telling students they "did not appreciate the division of labour on this campus. You go to classes, we make policy."

Far from deterred, students erected a shanty in front of the administration building to protest the university's corporate policies.

But the administration refused to listen. The shanty was dismantled and campus police arrested several students. These students now face criminal charges.

source: newsgroups: misc.activism.progressive

## Flower Power

Japanese students in Tokyo laid flowers at Mitsubishi headquarters on March 13 to mark Burmese Human Rights Day. The students were protesting the company's involvement with Burma's military government, the Slorc.

Organisers chose the Burmese padauk flower because it is prized for its short-lived beauty and is symbolic of the thousands of Burmese students who have sacrificed their lives in the struggle against the Slorc.

Students have always played a central role in the political life of Burma.

During the 1930's, student leaders helped pressure British colonial officials to change Rangoon University into a public institution. Some of these activists later formed the

"30 Comrades" — the highly revered group that became Burma's first post-colonial government.

In the last decade, the revival of Burma's democracy movement has also been led by students.

After 30 years of military rule, students rose up in early 1988 to perform a bloodless coup d'état with monks from the country's Buddhist monasteries.

The military responded to this student action with force. In a bloody two-day crackdown, the army systematically slaughtered students in Rangoon and restored military rule. Many surviving students fled to Thailand to continue actions against the Slorc.

There are reports that the Slorc has flooded campuses with cheap heroin from rural Burma in an attempt to pacify students.

source: BurmaNet News, Daily files

## Austrian students and faculty protest cuts to education

Students have taken to the streets to protest cuts to education in Austria.

Over 40 000 students are striking to protest a reduction of US\$170 million in university spending. The proposed cuts would eliminate free public transportation for students, and reduce the amount of scholarships and family allowances at their disposal.

If these cuts are passed, they could force many people out of university. Over 90 000 students would lose their means of transportation and 30 000 would lose their family allowances, according to Agnes Berlakovich, chair of the Austrian Students' Union.

In a striking show of solidarity, faculty, staff and even the rectors of three Viennese universities took part in a strike with students, forcing one institution to suspend classes.

The latest in a wave of demonstrations, students promise that this strike will continue indefinitely, despite reports of riots.

Sources: NY Transfer News Collective, Hungarian American List.

The McGill Daily

## Turkish police crack down on student protest

Police at Ankara University in Turkey used violence to break up a demonstration by students.

The protest began as a peaceful march of 3 000 through downtown and resulted in the occupation of a five-storey building at the university by 300 students. The action was the largest since 1968, according to local television stations.

The demonstration came in the wake of a sharp increase in tuition fees that is expected to jeopardise education accessibility.

The response by the government was quick and brutal.

At least 135 students were beaten by police as they stormed the building. Police shot tear gas into the building while students threw chairs from the upper floors.

At least one student was taken to the hospital in critical condition. Other students were dragged out covered in blood, according to a journalist at the site who was beaten by police during the demonstration.

Sources: Associated Press, soc.culture.turkish, Global Alternative Media Association.

## Students successfully defend University of Chile radio station

On March 11, a group of 70 students from the University of Chile Student Federation (FECH) took over the radio station at the University of Chile to protest plans to privatise the station.

The university planned to lease it to Waldo Mora, a former Christian Democrat candidate and the current director of Radio Santiago.

Students continued to broadcast during the occupation and invited the public to call in and voice their opinions on the air.

The Telecommunications Ministry

ordered a suspension of transmission that was carried out on March 12 by the police and radio technicians.

The occupation ended when plans to privatise the station were rescinded, and a commission of six deans plus FECH members was struck to develop a proposal for the radio station's future.

Regardless of the peaceful negotiation, Chilean government officials criticised the university's inaction. Internal Minister Carlos Figueroa claimed that "we consider the takeover of the radio to be criminal behavior, and the university should have reacted immediately."

Figueroa later said that he expected the use of police to break up the protest.

Sources: Weekly News Update on the Americas, CHIP News.

## Thai workers and students unite

A broad-based coalition of worker, farmer and student groups are occupying the grounds in front of the Thai parliament in Bangkok.

The protesters want the government to tackle a number of issues, including poor working conditions for urban workers and compensation for farmers who have lost their land because of development projects.

The government has failed to adequately address any of the issues, according to Wanida Tantivithayapitak, one organiser of the demonstration.

"Since we have been here, not a single MP has come close to us. The farmers' hardship is real and we have made this known to the government," she said.

Student groups from all of Bangkok's major universities — including prestigious Chulalongkorn and Thammasat — have joined with workers and farmers to protest Prime Minister Banharn's disrespect for democratic institutions.

The students are also upset with Banharn's refusal to appoint an independent body to investigate his master's thesis, which some claim he purchased.

Students say such unethical practices have continued throughout his political career. Banharn — whose nickname in Thai is 'mobile ATM' — is accused of massive vote-buying in poor northeastern constituencies to ensure victories for his right-wing New Aspiration Party.

Source: Bangkok Post, Daily files



Con1991 -SSMU passes a resolution against the Persian Gulf war. Protests continue throughout January and February.

-BOG quietly passes a 138 per cent tuition increase, bringing the yearly tab for an undergrad taking 30 credits to \$1397, \$827 more than in 1989.

-PGSS becomes autonomous from SSMU in a campus-wide referendum. Students also vote to withdraw from FEUQ, prompting the resignation of Alex Usher. The FEUQ vote is declared invalid under a technicality.

-McGill administration votes to close the Faculty of Dentistry amidst protests from staff and students. The department is saved in December.

-The McGill Native Awareness Coalition campaigns to change the name of the Redmen sports teams at McGill for perpetuating a negative stereotype of First Nations.

-McGill's History department refuses a proposal put forward by students to create an Africana Studies programme.

1992 -FEUQ comes out in favour of tuition increases and accepts money from the government to pay its executives' salaries.

-Referenda on campus reject membership in FEUQ and adopt a SSMU policy to oppose all tuition fee hikes.

-SSMU President Jason Prince is nearly impeached by Council for trying to organise a General Assembly to allow students to set Council's agenda for the year. When the Assembly finally happens (in watered-down form during mid-terms) it fails to keep quorum.

1993 -McGill's TA union, AGSEM (Association of Graduate Students' Employed at McGill) is officially accredited under Québec's labour laws, and affiliated with the Confédération des Syndicats Nationaux.

-A general assembly of the Canadian Federation of Students' unanimously supports a motion to strike if the federal government implements an income-contingent loan repayment plan for Canada Student Loans.

-SSMU votes to stop the Red Cross blood drive on campus for refusing to allow gay men to give blood.

1994 -Students vote not to cancel the blood drive in a student referendum.

1995 -In January, over 10 000 Montréal students demonstrate to protest Lloyd Axworthy's proposed education reforms and tuition fee hikes.

-In March, 300 McGill students protest on the Arts steps to maintain and expand the McGill African Studies programme.

-McGill students join the April 19 demonstrations against the anti-gay, anti-Muslim, anti-Semitic, pro-life group Human Life International (HLI).

1996 -McGill joins other Canadian universities in the February 7 National Day of Action, demanding the government balance its budget by collecting taxes on corporations, not by cutting funding to education.

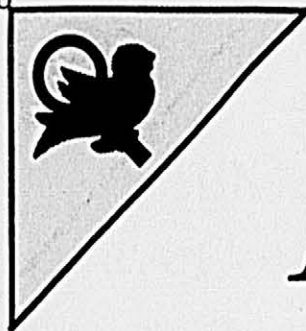
-McGill's TA union holds a one-day strike, largely protesting the administration's low salary offer.

-In reaction to a SSMU contract with PepsiCo, McGill's undergraduates initiate a referendum and vote to create a financial ethics committee. They also vote to condemn PepsiCo.

-SSMU condemns President Helena Myers, and VP Finance Kelly Remail for lying to and misrepresenting students during their campaign against the Pepsi referendum.

The University





# Elizabeth Gilday's story

letter. The failure to send the faxes was "insubordination" and displayed a "lack of diligence."

"I was not told that these faxes were urgent," Gilday responded. She noted that five days without pay — over \$600 — was a "tremendous financial burden" for her, and asked that her pay be reinstated.

"The burden of proof is yours, and you have failed to provide it," she charged Lalande.

By this point, both of her grievances had been rejected and she decided to hire an outside lawyer, Pierre Latraverse, to try and deal with her disciplinary letters.

So, in May of 1993, Latraverse wrote an angry letter to Lalande, asking him to cease his "ridiculous campaign of terror" against his client. The lawyer alleged that Lalande had acted without cause in disciplining Gilday.

Moreover, "through your continuing efforts, life for Miss Gilday in the Faculty of Education and her job as a clerk has become unbearable," he wrote.

Five days later, Gilday received her fourth suspension without pay — this time for 10 days, at a cost to Gilday of over \$1 000.

Gilday had given incorrect information to a student at the faculty counter, and then responded insolently to colleague that corrected her, according to Lalande.

"I would expect that, with your 25 years of clerical experience at McGill, you would keep abreast of procedures. I also pointed out to you the need to have a positive and respectful attitude with your colleagues and superiors," Lalande wrote.

Two weeks later, Lalande responded to the charges of Gilday's lawyer. He denied that he was waging a "general campaign of harassment" against Gilday.

Instead, he "had to deal with various problems resulting from Miss Gilday's performance of her duties."

He had never disciplined her for committing an error, he wrote, but "when errors have resulted from negligent and/or lacking diligence."

## MORE "SERIOUS BREACHES"

Having failed with vinegar, Latraverse then tried honey. His next letter to the University Gilday calls the "peace offering." In return for not suing the University, Gilday would be allowed to look for other positions within the University, and would not be disciplined for a period of one-month, during August.

The University

This overture was also rejected by the University. Gilday was free to "explore any employment opportunities," wrote Jacques Sztuke, a staff relations officer in the Department of Human Rela-

**"The fact of the matter remains — after 25 years of faithful service, they took a sick, vulnerable woman and threw her out onto the streets."**

tions.

Furthermore, disciplinary measures were implemented "when warranted. There is no reason to treat Miss Gilday differently than other staff."

Two weeks later in mid-September, 1993, Gilday received her strongest disciplinary measure to date. Because of "a serious breach in our office's onlining policies" Lalande suspended her for 15 days without pay.

The suspension was meant to "emphasize the need to perform your job responsibilities accurately and responsibly in the future." That emphasis was reinforced by a fine of over \$1 500 from lost pay.

Six months later, Gilday received a phone call at home after work on a Friday evening. The caller, Prof. John Gradwell, an associate dean in the McGill Administration, was calling to tell her that her twenty-five years at McGill had come to an end.

The reasons were spelled out in a final letter from Lalande. Once again, he alleged that she had made an error in data entry.

"You had not only onlined information without authorisation, but also onlined totally wrong information," wrote Lalande.

Furthermore, her performance over the past four years had been unsatisfactory, he wrote. Her compliance to his directions were "temporary and inconsistent," and she soon lapsed back into "flagrant disregard" of established procedures.

"We have no choice but to terminate your employment with the University effective immediately."

## JUST DESSERTS?

Two years after her firing, Gilday

questions the fairness of the discipline process.

In her eyes, the procedure of punishment was one of summary justice, where guilt was assumed and she had to struggle to prove her innocence.

"In each case I was not given due process, or first charged with negligence or advised of any pending charge," she said.

"The discipline meetings were not held to discuss the matter but were used to simply read me the contents, and then they were adjourned. In some cases the letters were sent to me via mail."

Gilday does not believe that she was given adequate ability to defend herself.

In each case, Lalande asserts that the letter is being served in accordance with McGill's disciplinary policies. Gilday, however, believes that she was powerless within this procedure.

"I had, unknown to me, already been found guilty and punished."

Gilday also believes that the punishments did not fit the alleged crimes.

In particular, she believes that it was unjust that she was served suspensions without pay. Since there are no recognised guidelines for clerical work, there is nothing on which to base criminal negligence and justify docking pay, according to Gilday.

In McGill's disciplinary policy, "letters of reprimand, suspensions and dismissals" are legal means of censure. However, the issue of whether the administration is allowed to revoke pay along with suspensions is never explicitly clarified.

The issue is made cloudier by an examination of

Gilday's paycheques. For each suspension period, they are marked "leave of absence".

As well, on the documents that Lalande submitted to the Payroll Department the box ticked to explain the salary adjustment is "leave of absence." There is no box to indicate "suspension without pay."

Whatever the explanation of the suspensions, their sheer value call into question their appropriateness, Gilday says.

"I must have done over 80 000

transactions on the computer over four years. For seven or eight mistakes I am summarily fined over \$4 000 in lost wages, and then fired," she said.

"Isn't human error, combined with the fact of my MS, something of an explanation?"

## BUSINESS AS USUAL?

For McGill, the case of Elizabeth Gilday has been dismissed as business as usual. Both McGill's lawyer, Raynald Mercille and the vice-president of finance, John Armour, claim that Gilday was fairly treated by the University.

After being approached by Gilday's new lawyer, Daniel Phelan, the University's legal counsel, Raynald Mercille, dismissed Gilday's claims. In a letter to Phelan he rejects "any and all" of her accusations.

After being contacted by Gilday early in 1995, Armour reiterated his belief that his earlier decision, dismissing Gilday's grievances, remains firm.

"My conclusion remains unchanged from that of January, 1993," he wrote.

Gilday's treatment during the grievances, according to Armour, was "implemented in a fair and just manner, consistent with University policies."

But Gilday remains convinced that her treatment was anything but just and fair. In fact, she believes that her termination was the culmination of a four-year long campaign.

"The reason was financial, pure and simple," she said.

Her explanation derives from the fact that she was being paid significantly more than a clerk is normally paid. This came about

be named.

"The problem started with the attempt to streamline the office," the source alleged. Gilday was "a sick woman, but still very competent."

"She worked with satisfaction for 20 years. Then they get an attack of 'standards' and she is out on the street," the source alleged.

"I think they did something in error and in haste, something that was fashionable at the time."

## UNEMPLOYED, UNEMPLOYABLE

Elizabeth Gilday has few tomorrows left. Living alone in a small apartment in Westmount, she subsists on a small pension and the remainder of her savings.

Three short words on her Unemployment Insurance form — "discharged for cause" — guarantee that finding work in Montréal would be difficult, if not impossible.

"If you go to an employer in this town and say that you worked for McGill for 25 years, and that you got fired, you're never going to get hired," she said.

"They would think that I must have done something criminal to get fired from McGill after all those years."

As well, Betasiron — the only drug that might effectively combat the symptoms of her MS — is too expensive. Costing over \$1 500 per month of treatment, Betasiron is not covered by the provincial drug plan.

A settlement with McGill — either inside or outside a courtroom — seems increasingly unlikely. She does not have the money to hire a lawyer, and no lawyer she has approached has agreed to take her case on the basis of a future settlement.

"I was only a clerk. They wanted to work for fired managers and administrators, where the good money is."

With few prospects for employment or a settlement, Gilday is left with little else to do but spend her time in her apartment.

For the source inside the Faculty of Education, it is a story that should never have happened.

The University "likes to think of itself as the epitome of liberalism and love, the whole circus," the source said.

"The fact of the matter remains — after 25 years of faithful service, they took a sick, vulnerable woman and threw her out onto the streets."

**"They would think that I must have done something criminal to get fired from McGill after all those years."**

since she had reached secretarial level in the late 80s, but due to departmental amalgamation, she was moved into a clerk's position, while maintaining her higher secretarial salary.

Although there is nothing in the documents that indicates that her salary was an issue to her supervisors, her opinion is backed up by a source within the Faculty of Education.

"This came about from petty little management theory," said the source, who did not want to



# The year of the strike

## Teaching staff across Canada

by Zachary Schwartz

## strike in response to cutbacks

Economic cutbacks are everywhere in evidence. Job security is a major issue with faculty members, who find that they no longer have an effective voice to oppose arbitrary administrative decisions.

Although these words were written almost 25 years ago, they could easily apply to campuses across Canada today. This academic year, in at least three Canadian universities — Manitoba, McGill and Memorial — teaching staff have responded to their administration's cost-cutting measures by voting to strike. In each case, the administration blamed their actions on decreased government funding.

In 1972, in the face of similar cutbacks, the faculty of the University of Manitoba unionised.

Four years later, McGill's Arts TAs held an eight day strike, demanding base salary levels and pay scale increases according to the cost-of-living index.

This academic year, it seems little has changed. Almost 24 years after their unionisation, professors at the University of Manitoba went on strike for three weeks last October, sparked by the university's attempt to cut costs by laying off professors.

Closer to home, McGill's TA union held a one-day strike last month in response to what it perceived as an inadequate salary proposal by the administration.

Robert Savoie, McGill administration's spokesperson, defended the proposal. "[B]ecause of government funding cuts," said Savoie, "the money available to pay teaching assistants will have to reflect these cuts."

In St. John's, Newfoundland, similar cost-cutting measures by Memorial University's administration led their faculty union to vote to strike this January.

### Prairie fire

Last October's strike at the University of Manitoba, was triggered after faculty-administration negotiations broke down.

"The primary issue in negotiations is on the university's ability to downsize in a rational and orderly fashion in the face of progressively more severe underfunding," read a University of Manitoba administration notice.

As far as the university's faculty was concerned, however, the administration's proposal was anything but "rational and orderly."

"Essentially, our concern is that under their proposal, they [the administration] want to be able to lay off individuals," faculty association president Grant Woods outlined at the time of the strike. He explained that the proposed downsizing would inhibit academic freedom, as professors might be afraid to take a stand on an issue for fear of being fired.

"That essentially is where the threat to academic freedom comes from, that's the danger we perceive," said Woods.

Dr. Arnold Naimark, president of the University of Manitoba, responded by

citing the need to cut costs — the same argument forwarded by McGill's administration during the recent TA strike.

"We have no reason to believe that financial pressures on the university will ease in the next few years," said Naimark, "and when you make significant budget reductions, you have to impact people one way or another."

As one Manitoban professor concluded, "Given the provincial government's attitude on funding, I, and perhaps many others, will be looking elsewhere for employment."

### Significant budget reductions

In St. John's, Newfoundland, the faculty of Memorial University was faced with a frighteningly similar situation.



The problems began last summer, when university administrators attempted to unilaterally impose a new contract on faculty members.

Key issues in the conflict included a

controversial clause allowing the administration to lay off tenured professors and make focused departmental cuts.

The decreased protection against layoffs and the increased workload imposed by the administration led the faculty union to vote to strike in January. The administration maintained that the imposed changes were necessary in light of changes to the funding for Canadian universities.

Sound familiar? The results should sound even more so. The strike was avoided when the administration settled to offer an early retirement package to its faculty.

Professors at McGill were offered a similar package this year by McGill principal Bernard Shapiro, but it is not yet known how many professors will accept the offer. Only 62 professors at the University of Manitoba have shown interest — most argue that they can't afford to retire yet.

"We take this action in order to ensure that our university retains the right to call itself a university and that your degrees have meaning," wrote the University of Manitoba faculty during their October strike.

However, the question of where these cutbacks and strikes will lead Canadian universities in the future still remains.

Sources include Ed Janzen, Don Shay and Anthony Skelton of the Manitoban, University of Manitoba; David Cochrane of the Muse, Memorial University.

# Plan for action missing

by Sonia Verma

## Estates General commission tables education report

The Commission for the Estates General on Education's report is calling for the improvement of education in Québec.

The State of Education in Québec points to "a feeling of urgency" to address "the criticism now being leveled at education systems."

But the report leaves more questions than answers about the direction of educational reform.

The publication came after 56 days of public hearings involving 2 000 participants held between May and October 1995.

The report cites such necessary reforms as "developing early childhood services, eliminating practices which compromise free education, reducing the dropout rate, and more effectively meeting the needs of certain categories of students."

But while the Commission

claims to have engaged a diversity of "people, groups and professionals" involved in education, its report, gives no specifics of exactly whose opinions were included, and whose were excluded.

"It is very hard to disentangle the ideas and it's difficult to figure out how representative they are," points out Dr. Norman Henchey, emeritus professor of education at McGill. Henchey is also concerned that "there weren't any novel ideas" resulting from the process.

Henchey argues that while the report identifies numerous areas of concern in education, it fails to prioritise concrete actions. He criticises the Commission for relying too heavily on personal

opinion and not enough on analysis or statistic data.

Henchey foresees the potential for misinterpretation of the report's contents because of its lacks of focus.

"There is a danger of giving a carte blanche to the Minister of Education, who could justify any reform using the Estates General," he added.

Students' Society VP External Andrea Stairs acknowledges that "the Commission's scope is enormous." But she perceives the reports lack of priorities as a "positive thing."

"I think that the report will provide direction for the Minister of Education," she commented. "The findings shouldn't be prioritised because there are hundreds of recommendations."

Stairs, who was involved in

the public consultation process, has been nominated to sit on the Regional Organising Committee for the next stage of the process.

This stage will attempt to arrive at a consensus for action from further discussion.

Stairs commented that more consultation "makes the process democratic, where people have ownership of the debate."

For Henchey, however, "The timing [of the debate] is problematic because of the combination of budgetary cutbacks being called for and the corresponding need for educational reforms."

He fears that any meaningful reform may be undermined due to budgetary constraints.

Vice Principal Academic Bill Chan concedes that funding is an issue and the "solu-

tions may be difficult." He comments that "we must work together to ensure that there is enough money for reforms." Chan was reluctant, however, to specify precisely where the money would come from.

Henchey believes that although public dialogue is crucial to educational reform, writing additional reports may delay the implementation of vital changes which have already been discussed.

Henchey calls for more analysis rather than opinion, more communication between provincial educational systems and a prioritisation of reform initiatives.

"The research has already been done," he comments. "There is no need to reinvent the wheel."



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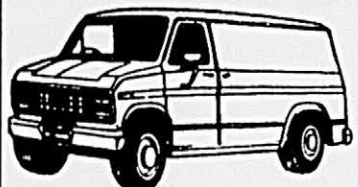
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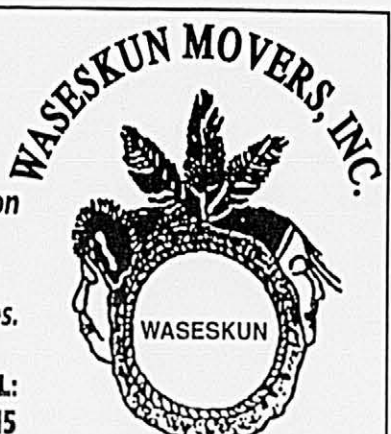
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**DEADLINE:** 12 noon, Wednesday, May 29

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For more information, call between 9 a.m. and 5 p.m., Monday to Friday.

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**The Gazette**



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Submit your resume no later than  
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Thursday, April 11, 1996

The McGill Daily Final Issue



